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APRIL, 1914

VOL. IX, No. 1

BULLETIN
OF
WAKE FOREST COLLEGE



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SEVENTY-NINTH SESSION
1913-14

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Calendar

1914

JANUARY							APRIL							JULY							OCTOBER							
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1915

JANUARY							APRIL							JULY							OCTOBER						
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MARCH							JUNE							SEPTEMBER							DECEMBER						
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College Calendar

For Session 1914-15

September 1—Beginning of the Session.

September 12—Applications for degrees submitted.

October 1—Last day for settlement of Tuition Fee for Fall Term.

October 4—Subjects of Senior Theses submitted.

October 9—Senior Speaking.

October 24—Removal of entrance conditions.

November 26—Thanksgiving Day.

December 14-18—Term Tests.

December 19-January 3—Christmas Holidays.

January 4—Beginning of Spring Term.

February 1—Last day for settlement of Tuition Fee for Spring Term.

February 12—Anniversary Celebration of Literary Societies.

March 5—Senior Speaking.

March 13—Examination for removal of conditions by applicants for degrees.

March 20—Removal of entrance conditions.

April 3—Last examination for removal of conditions by applicants for degrees.

Easter Monday—Holiday.

May 1—Senior Theses submitted.

May 13-19—Spring Term Examinations.

May 16—Sunday, 8:30 p. m., Baccalaureate Address.

May 19—Wednesday, 3 p. m., Annual Meeting of the Board of Trustees. 8:30 p. m., Baccalaureate Sermon.

May 20—Thursday, 11 a. m., Annual Literary Address. 8:30 p. m., Address before the Alumni; 9:30 p. m., Senior Reception.

May 21—Friday, 11 a. m. Commencement Day. Addresses by representatives of the Graduating Class and Closing Exercises of the Session.

History

Origin

During the first quarters of the 19th century there were few schools in North Carolina. The State University was the only institution of higher learning. The efforts to organize a public school system had proved futile. During this period there came into North Carolina several well trained young Baptist ministers, among whom were Samuel Wait, Thomas Meredith, and John Armstrong. They found the Baptists of the State numerous but without organization or educated leadership. Under the influence of these men was organized in 1830 the Baptist State Convention, one of whose chief purposes was the training of young men "called to the ministry." There was no school under Baptist control to which such young men could be sent. There were in the State, however, schools taught by Baptists. These young men were sent to them, and their expenses were in part borne by the Convention. The need of a Baptist school was urgent. At the second annual session of the Convention, in 1832, a committee was appointed to plan such a school.

Wake Forest Institute

This committee purchased the farm of Dr. Calvin Jones, seventeen miles north of Raleigh. It contained 615 acres and cost the sum of \$2,500, of which Dr. Jones contributed \$500. Manual labor schools were popular at that time. The Baptists of Virginia, South Carolina, and Georgia were adopting the system. The Convention committee thought that it would suit the needs of North Carolina, and upon their application the Legislature of 1833 grudgingly granted a meager charter for a manual labor and classical school under the name of "the Wake Forest Institute." Samuel

Wait was chosen Principal. The Convention placed the entire management of the property in the hands of a self-perpetuating Board of Trustees. On February 3, 1834, Principal Wait opened the Institute with sixteen students. For several years the only buildings were those of the farm. For the first year Principal Wait was the only teacher. Others were added as the institution grew. For five years the manual labor feature was continued, but without success. The number of students, however, increased rapidly for two years, reaching 143, and then fell off to 41. In 1838 the manual labor feature was abolished and the Institute was rechartered as Wake Forest College.

Beginning of the College

The equipment of the farm, the erection of a proper building, and the annual deficit made a debt that hampered the institution for its first fifteen years. The period 1837-1839 was one of financial panic. Subscriptions were not paid, patronage diminished, and the debt increased. The educational spirit was not strong enough to remove these obstacles. The Trustees, desiring none to be turned away, maintained a faculty of men well trained in the universities of the North, and continued to hope for better days. President Wait spent much of his time in the field endeavoring to collect funds to meet obligations. Money was borrowed from the Literary Fund of the State, but soon all these obligations became due. In 1849, through the efforts of James S. Purefoy, William Crenshaw, George W. Thompson, and a few other devoted friends of the College, the incubus of an increasing debt of \$20,000 was removed. Many years were yet to follow before the income would be sufficient to meet the expenses of the institution.

Faculty

The early Faculty was composed of New England men. Most of them had been graduated from Brown University while Dr. Francis Wayland was President. These men brought high ideals of scholarship and character. Others of the Faculty were graduates of Columbian College, Washington City. Even the Wake Forest Institute had a Faculty composed of graduates. Upon the resignation of President Wait, in 1845, he was succeeded by Dr. William Hooper, one of the most scholarly men in the South. Later the University of North Carolina and Wake Forest Institute contributed to the teaching force. In more recent years Johns Hopkins University, the University of Chicago, Cornell University, the University of Virginia, Columbia University, and Harvard University have furnished teachers. The Faculty now consists of nineteen professors, three associate professors, six instructors, and twenty assistants.

Administration

Samuel Wait, 1834-1845.—Samuel Wait was the only Principal of the Institute and the first President of the College. His administration covers the initial period from February, 1834, to June, 1845. His zeal and industry were untiring. It was necessary to whitewash slave cabins and use them for dormitories. Beneficent institutions were not yet popular in the State. A division in the denomination on these questions was about to take place. There was no trained ministry to uphold his hands. The manual labor idea was an experiment in the South, and the experiment had failed. There were no loyal alumni as yet to rally to the support of the institution. President Wait's influence was strong among the most enlightened and progressive, but these were relatively few. Not a few Baptists declined to patronize the institution. The growing debt suggested the

ultimate failure of the enterprise. In 1836 the enrollment reached 143, but in 1843 it had dropped to 41. In January, 1844, President Wait resigned, but his resignation was not accepted. In 1845 he resigned again, and his resignation was accepted to take effect in June, 1845. He was at once elected President of the Board of Trustees, which position he held for twenty-one years. He loved the College with a tender devotion, as is shown by his letter of resignation.

William Hooper, 1845-1849.—President Wait's successor was Dr. William Hooper, the grandson of William Hooper, signer of the Declaration of Independence, a graduate of the University of North Carolina, and a student of theology at Princeton. In 1845 he was teaching in South Carolina. The Trustees had long been anxious to have him in the College. He had taken great interest in building up the institution, and was elected the first president of the Board of Trustees. He had also been elected Professor of Moral Philosophy in 1834, but had declined. Now when the presidency was tendered him he accepted. To this position he brought polished scholarship and fine rhetorical powers, but these were not the needs at this critical juncture. What was most needed was a financier, for financial embarrassments were crippling the institution. Dr. Hooper became despondent and resigned at the end of 1848.

John B. White, 1849-1853.—Dr. Hooper was succeeded by John B. White, Professor of Mathematics and Natural Philosophy. Professor White had been with the institution for eleven years. He had been graduated from Brown, and studied law, had taught in the schools of New England, and in 1838 came to Wake Forest. President White administered the internal affairs of the institution. The finances of the College were largely entrusted to James S. Purefoy. The debt had now become acutely embarrassing—especially to men who, like William Crenshaw and

James S. Purefoy, had assumed the responsibility for its payment. It was during White's administration that relief was obtained. In 1853 President White resigned and returned to Illinois, where he took charge of an institution for girls.

Washington Manly Wingate, 1854-1879.—After the Trustees had failed to secure the services of several men elected, they chose Washington Manly Wingate President. This administration was a long one, extending to 1879, when President Wingate died. The threefold object of this administration was the raising of endowment, the abolition of the preparatory department, and the establishment of scholarships. The war interrupted these plans. The personality of the President and his gifts as preacher and man won many active friends for the College. He was the first to bring the College home to the people and place it on their hearts. He traveled and spoke much, and at the time of his death the future was hopeful. Strong men had been brought into the Faculty, but the expansion was greater than was warranted by the income. It was during this administration that Wake Forest began to be generally felt in the life of the Baptist denomination. The spirit of the President provoked no opposition; students felt the power of his personality, and its influence extended throughout the entire denomination.

Thomas Henderson Pritchard, 1879-1882.—Dr. Thomas H. Pritchard was President Wingate's successor. This administration ended in 1882. President Pritchard determined to increase the patronage of the institution, and this he did by speaking in nearly every county in the State. He found the enrollment 117, but he left it 169. Dr. Pritchard's short administration did much to popularize the cause of general education in North Carolina.

Charles E. Taylor, 1884-1905.—For the two years next following Dr. Pritchard's resignation the administrative duties of the College were discharged by Professor William B. Royall, of the chair of Greek. In 1884, Professor Charles E. Taylor, of the Latin department, was chosen President. His work for the endowment had already been reflected in the improved equipment of the institution, and his professional ability in the reorganization of courses and the elevation of standards. His administration extended from 1884 to 1905. It was probably the most notable administration in the history of the College. The work done is destined to be permanent and far-reaching. President Taylor came to Wake Forest in 1870 as an assistant in Latin and German; in 1871 he was made Professor of Latin, and in 1884 Professor of Moral Philosophy and History. He found the College with a meager endowment of \$40,000; when he left the presidency the endowment was more than \$210,000. The strong feature of his plans for endowment was the policy to secure cash rather than notes and subscriptions. He became President of the Faculty of six professors and one tutor. In 1905 the faculty numbered seventeen professors and six assistants. The enrollment increased from 161 to 328. The equipment, also, was greatly improved. The Lea Laboratory and the Gymnasium were erected, the Alumni Building was projected and the other buildings were remodeled and improved. The campus was beautified, passing from an old field of gullies and pines into a park. In accepting the presidency, Dr. Taylor had declared that he "might not make Wake Forest a large institution, but he hoped to make it a good one." How well he succeeded the loyalty of the alumni and friends speaks in strong terms.

William Louis Poteat, 1905.—Dr. Taylor resigned the presidency in 1905, and Dr. William Louis Poteat, of the

chair of Biology, was elected to succeed him. This administration is, accordingly, in its ninth year.

Endowment

During the first fifteen years of its history the College had no endowment. In 1849 the first money was given for this purpose. Mr. Barclay Powers, of Warren County, gave James S. Purefoy ten dollars for endowment. In 1852 the Trustees resolved to raise fifty thousand dollars. In October of that year W. M. Wingate, of the class of 1849, was elected agent. In two years he raised thirty-seven thousand dollars in subscriptions. By 1854 there were forty-two thousand dollars in subscriptions, with ten thousand dollars in legacies for Ministerial Education. These legacies were made by Rev. Wm. H. Merritt, of Orange County, William Warren, of Person, and John Blount, of Edenton. On some of them very little was ever realized. The affairs of the College were now in a hopeful condition, but it was realized that the method of raising endowment by the sale of perpetual scholarships did not materially improve the condition of the institution. In 1856 the Board of Trustees met in Raleigh with the Baptist State Convention and resolved to raise fifty thousand dollars of unencumbered endowment. A committee was appointed, consisting of James S. Purefoy, J. J. James, W. M. Wingate, and John Mitchell. The plans of the committee were adopted by the Board of Trustees, and when the Convention reassembled President Wingate introduced the following resolution: "Resolved, that we have heard with pleasure the plan proposed by the Board of Trustees of Wake Forest College to raise an unencumbered fund of fifty thousand dollars for the endowment of Wake Forest College." A feeling of deep and solemn interest and anxiety pervaded the entire body, as well as the crowd of spectators in the galleries of Com-

mons Hall. As the last speaker closed, C. W. Skinner, a charter member of the Board of Trustees of 1833, subscribed five thousand dollars; R. Felton five thousand; C. Wooten, C. D. Ellis, and President Wingate, a thousand each. More than twenty-five thousand dollars were subscribed in a few minutes. No more thrilling meeting was ever held in North Carolina. An old record reads: "And surely none who witnessed it can ever forget, or cease to thank God that they were permitted to witness it." Within a year John Mitchell, the general agent of the Board, was able to report that the entire amount proposed had been subscribed. In June, 1860, there had been collected and invested forty thousand and five hundred dollars. Many subscriptions had never been paid, while others were paid later in Confederate money. With the downfall of the Confederacy went a large part of the invested funds. Out of the wreck eleven thousand and seven hundred dollars were saved, largely through the financial judgment of the treasurer, James S. Purefoy. In 1875, through the work of various agents, the invested funds amounted to twenty-five thousand six hundred and thirteen dollars and fifty-nine cents. In 1876, Professor Charles E. Taylor collected in the State about \$10,000, while Mr. James S. Purefoy traveled in the North and collected \$8,949.72. By 1880 the endowment had again reached forty-six thousand dollars, as in 1861.

In November, 1882, Professor Charles E. Taylor undertook to raise the endowment to one hundred thousand dollars. Pledges were taken on the condition that they should be null and void unless the entire amount was secured in cash by January 1, 1884. On the night of December 31, 1883, the Treasurer had in hand an endowment of one hundred thousand dollars. The largest contributor to this fund was Mr. James A. Bostwick, of New York, who gave ten thousand dollars. December 31st was a notable day. All

day and far into the night came letters, checks, telegrams, and subscriptions, but the required amount in cash was not in hand. At 10 o'clock Professor Taylor, W. H. Pace, W. G. Simmons, and James S. Purefoy decided that the cash condition had not been met. They thereupon pledged their own real estate by mortgage for the payment of the \$5,000 subscribed but not yet paid in. In this way the \$100,000 were secured.

In 1885 Mr. Bostwick created the Bostwick Loan Fund for indigent young men by a gift of \$12,000. In 1886 Mr. Bostwick made a gift of \$50,000. These donations were secured through Professor Taylor, who had then become President. By May, 1890, the total investments amounted to \$174,562.65. In this year it was determined to increase this fund so that the College might meet its growing needs. Mr. Bostwick generously agreed to add one-half to whatever amount, up to \$50,000, should be raised by March 1, 1891. President Taylor took the field and secured \$26,000. In this way nearly \$40,000 were added to the endowment.

At the Baptist State Convention held in Greensboro, December, 1906, the movement to add \$150,000 to the endowment was formally launched. Professor J. B. Carlyle, of the chair of Latin, accepted at the hands of the Trustees the field agency to secure this fund. The first year completed the subscription of the whole amount and added in cash \$21,832.34 to the endowment. On the 31st of December, 1910, the limit for collections on this fund, a total of \$117,798.56 had been secured. Of this amount the General Education Board, in accordance with its original proposition made to President Poteat, contributed one-fourth, or \$29,449.64. The total endowment of the College at the last annual report of the Treasurer, May 1, 1913, was \$455,069.30. The College property, exclusive of endowment, is valued at \$188,925.

Buildings

Administration Building.—The first college building was completed in 1838,—a large, plain structure, costing \$14,000. When erected it was doubtless the best school building in North Carolina. For fifty years it was the only building and served all the purposes of the College. In its original form the north and south wings contained each twenty-four bed rooms, the central portion contained the Chapel, the lecture rooms, and the Society Halls.

In 1900 the central part was completely remodeled and refitted. It now contains the administration offices and lecture rooms for the Schools of Latin, Mathematics, Political Science, Education, and the Bible.

Library Building.—In 1878 through the munificence of Col. J. M. Heck and Mr. John G. Williams, both of Raleigh, the present Library Building was erected. The center and the lower floor of one wing are used for library and reading room. The reading room was originally equipped through the generosity of Judge Charles M. Cooke, of Louisburg. The wings contain the Halls of the Euzelian and Philomathesian Literary Societies, and the lecture room and library of the School of Law.

Wingate Memorial Hall.—On the death of President W. M. Wingate, in 1879, his friends and former pupils wished to show their appreciation of his distinguished service, and deemed a memorial building a fitting monument. This building, erected with this end in view, contains the Auditorium, Leigh Hall (small chapel), the lecture rooms of the Schools of Greek and Modern Languages, and the lecture room and laboratory of the School of Physics. The subscriptions for the erection of this building were secured by President Taylor and Rev. James S. Purefoy.

Lea Laboratory.—In 1888 the erection of a Chemical Laboratory was made possible largely through the liberality

of Mr. and Mrs. Sidney S. Lea, of Caswell County. This building, containing a lecture room, private laboratory, dispensing room, specimen room, three class laboratories, and storage room, is devoted wholly to Chemistry, Bio-chemistry and Pharmacy. On its roof stands the College Observatory, in which is mounted a \$1,000 telescope.

Gymnasium.—In 1900 the Trustees ordered the erection of a Gymnasium at a cost of \$12,000. The ground floor contains bathrooms, toilets, and storage rooms; the main floor contains offices, and a room eighty by fifty feet, equipped with modern apparatus. The equipment is renewed and increased year by year.

Alumni Building.—This building, completed in 1906, is equipped for the Schools of Biology and Medicine. It is three stories in height, well lighted and arranged for laboratories and lecture rooms. The funds for its erection were secured from the alumni of the College through the agency of Professor J. B. Carlyle.

Hospital.—This building, erected in 1906, contains two wards, an operating room, a dining room, a kitchen, seven private rooms, with verandas on two sides, above and below. Subject to the needs of the student body, outside patients are received at reasonable rates.

New Dormitory.—A thoroughly modern building to cost about \$30,000, with three types of rooms for seventy-five men, is now in process of erection under plans by Mr. Frank E. Perkins, of New York City. Ground was broken for it August 26, 1913, and it will be ready at the opening of the session of 1914-'15.

Location

The location of the College, seventeen miles from Raleigh, in a gently rolling and healthful country, is fortunate. Four passenger trains of the Seaboard Air Line stop daily at the

College. There are six mails daily. There is long-distance telephone connection, and the express and telegraph offices are near the College buildings. The town of Wake Forest and the surrounding neighborhood are as free from bad influences as any in the country. The proximity of the College to the capital of the State affords many of the advantages, without the distractions and moral dangers, of city life.

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Faculty

WILLIAM L. POTEAT, M.A., LL.D., President,

Professor of Biology.

B.A., Wake Forest College, 1877; M.A., 1889; Graduate Student University of Berlin, 1888; Graduate Student, Woods Holl Biological Laboratory, 1893; Professor of Biology, Wake Forest College, 1883; LL.D., Baylor University, 1903; LL.D., University of North Carolina, 1906; President Wake Forest College, 1905.

CHARLES E. TAYLOR, B.Litt., D.D., LL.D.,

Professor of Philosophy.

B.Litt., University of Virginia, 1870; D.D., Richmond College, 1885; LL.D., Mercer University, 1904; Professor of Latin, Wake Forest College, 1870-1883; President, *ibid.*, 1883-1905; Professor Moral Philosophy, *ibid.*, 1884.

WILLIAM B. ROYALL, M.A., D.D., LL.D.,

Professor of Greek Language and Literature.

B.A., Wake Forest College, 1861; M.A., 1866; D.D., Judson College, 1887; LL.D., Furman University, 1907; Assistant Professor, Wake Forest College, 1866-1870; Professor of Greek, *ibid.*, 1870.

LUTHER R. MILLS, M.A.,

Professor Emeritus of Pure Mathematics.

M.A., Wake Forest College, 1861; Assistant Professor of Mathematics, *ibid.*, 1867-1869; Professor of Mathematics, *ibid.*, 1870; Bursar, *ibid.*, 1876-1906.

BENJAMIN SLEDD, M.A., Litt.D.,

Professor of English Language and Literature.

M.A., Washington and Lee University, 1886; Litt.D., *ibid.*, 1906; Graduate Student, Teutonic Languages, Johns Hopkins University, 1886-1887; Headmaster of Languages, Charlotte Hall School, Md., 1887-1888; Professor of Modern Languages, Wake Forest College, 1888-1894; Professor of English, *ibid.*, 1894.

CHARLES E. BREWER, M.A., Ph.D., Dean of the College,

Professor of Chemistry.

M.A., Wake Forest College, 1886; Graduate Student of Chemistry, Johns Hopkins University, 1887-1888; Ph.D., Cornell University, 1900; Professor of Chemistry, Wake Forest College, 1889; Dean of the College, 1912.

JOHN F. LANNEAU, M.A.,

Professor of Applied Mathematics and Astronomy.

Graduate South Carolina Military Academy, 1856; M.A., Baylor University, 1869; Professor of Mathematics and Astronomy, Furman University, 1866-1868; Professor of Mathematics, William Jewell College, 1868; Professor of Physics and Applied Mathematics, Wake Forest College, 1890; Professor of Applied Mathematics and Astronomy, *ibid.*, 1899.

NEEDHAM Y. GULLEY, M.A.,

Professor of Law.

M.A., Wake Forest College, 1879; Member State Legislature, 1885; Member of N. C. Code Commission, 1903-1906; Professor of Law, Wake Forest College, 1894.

J. HENDREN GORRELL, M.A., Ph.D.,
Professor of Modern Languages.

M.A., Washington and Lee University, 1890; Assistant Professor, *ibid.*, 1890-1891; Ph.D., Johns Hopkins University, 1894; Professor Modern Languages, Wake Forest College, 1894.

WILLIS R. CULLOM, M.A., Th.D., D.D.,
Professor of the Bible.

M.A., Wake Forest College, 1892; Assistant Professor Southern Baptist Theological Seminary, 1893-1896; Th.D., *ibid.*, 1903; Professor of the Bible, Wake Forest College, 1896; D.D., Richmond College, 1914.

E. WALTER SIKES, M.A., Ph.D.,
Professor of Political Science.

M.A., Wake Forest College, 1891; Director of Gymnasium, 1891-1893; Ph.D., Johns Hopkins University, 1897; Member of the North Carolina Senate, 1911; Professor of Political Science, Wake Forest College, 1898.

JAMES L. LAKE, M.A.,
Professor of Physics.

M.A., Richmond College, 1882; Graduate Student in Mathematics, Johns Hopkins University, 1890-1893; Professor of Natural Science, Bethel College, 1893-1896; Fellow in Physics, University of Chicago, 1896-1898; Professor of Mathematics and Physics, Ursinus College, 1898-1899; Professor of Physics, Wake Forest College, 1899.

J. HENRY HIGHSMITH, M.A.,
Professor of Education.

A.B., Trinity College, Durham, N. C., 1900; A.M., 1902; Principal Grammar School, Durham, N. C., 1901-1904; Graduate Scholar, Teachers College, Columbia University, 1904-1906; Professor of Philosophy and Bible, Baptist University for Women, Raleigh, N. C., 1906-1907; Professor of Education, Wake Forest College, 1907.

EDGAR W. TIMBERLAKE, B.A., LL.B.,
Professor of Law.

B.A., Wake Forest College, 1901; Professor of English and Greek, Oak Ridge Institute, 1901-1903; LL.B., University of Virginia, 1905; Associate Professor of Law, Wake Forest College, 1906; Professor of Law, Wake Forest College, 1909.

JOHN BREWER POWERS, M.A., M.D.,
Professor of Bacteriology and Pathology.

B.A., Wake Forest College, 1901; M.A., *ibid.*, 1903; M.D., Columbia University, 1907; Practicing Physician, Wake Forest, N. C., 1907; Resident Physician, Bellevue Hospital, N. Y., 1908-1909; Professor of Bacteriology and Pathology, Wake Forest College, 1909.

WILLIAM TURNER CARSTARPHEN, B.A., M.D.,
Professor of Physiology.

B.A., Wake Forest College, 1897; M.D., Jefferson Medical College, 1904; Graduate Student, *ibid.*, 1910; Professor of Physiology, Wake Forest College, 1910.

GEORGE W. PASCHAL, B.A., Ph.D.,

Professor of Latin and Greek.

B.A., Wake Forest College, 1892; Graduate Student University of Chicago, 1893-1896; Fellow in Greek, *ibid.*, 1899-1900; Ph.D., *ibid.*, 1900; Associate Professor of Latin and Greek, Wake Forest College, 1906-1911; Professor of Latin and Greek, *ibid.*, 1911.

HUBERT MCNEILL POTEAT, M.A., Ph.D.,

Professor of Latin Language and Literature.

B.A., Wake Forest College, 1906; M.A., *ibid.*, 1908; Instructor in Latin, *ibid.*, 1905-1908; Drisler Fellow in Classical Philology, Columbia University, 1908-1910; Master in Latin, The Hotchkiss School, 1910-1912; Ph.D., Columbia University, 1912; Professor of Latin, Wake Forest College, 1911.

WILBUR C. SMITH, M.D.,

Professor of Anatomy.

M.D., University (Missouri) Medical College, 1908; Interne University Hospital, 1905-06 and 1906-07; Night Surgeon City Hospital, Kansas City, Mo., 1907-08; Assistant Pathologist and Bacteriologist at the new General Hospital, Kansas City, Mo., 1908-09; Assistant Superintendent State Village for Epileptic and Feeble Minded, 1909-10; Instructor in Anatomy at Bellevue Medical College, 1911-13; Studies in Embryology and Comparative Anatomy at the University of London, 1912; Studies in Surgery at Stadt-Krankenhaus, Frankfurt, A.M., Germany, 1912; Professor of Anatomy, Wake Forest College, 1913

HUBERT A. JONES, M.A., LL.B.,

Associate Professor of Mathematics.

B.A., Wake Forest College, 1908; M.A., *ibid.*, LL.B., *ibid.*, 1909; Graduate Student, University of Chicago, 1910-1911; Instructor in Mathematics, Wake Forest College, 1908-1911; Associate Professor of Mathematics, *ibid.*, 1911.

JAY BROADUS HUBBELL, M.A.,

Associate Professor of English Language.

B.A., Richmond College, 1905; M.A., Harvard University, 1908; Graduate Scholar Columbia University, 1910-1911; Instructor in Latin and Greek, Bethel College, 1905-1906; Instructor in English, University of North Carolina, 1908-1909; Teacher of English and Public Speaking, High School, Columbus, Ga.; Associate Professor of English Language, Wake Forest College, 1911.

J. RICHARD CROZIER,

Director of Physical Culture.

Director of Physical Culture, Wake Forest College, 1904; Graduate of Harvard University Summer School of Physical Education, 1913.

ELLIOTT B. EARNSHAW, M.A.,

Bursar and Secretary, Superintendent of College Hospital.

B.A., Wake Forest College, 1906; M.A., *ibid.*, 1908; Instructor in Mathematics and Acting Bursar, Wake Forest College, 1906-1907; Bursar and Secretary, *ibid.*, 1907; Superintendent of College Hospital, *ibid.*, 1911.

LOUISE P. HEIMS,

Librarian.

Graduate of Chelton Hills School, 1906; Assistant, Drexel Institute Library, 1906-1910; Special Student, University of Pennsylvania, 1910; Graduate, Drexel Institute Library Department, 1911; Assistant in Library of University of Pennsylvania, 1910-1911; Librarian, Wake Forest College, 1911.

JUDSON D. IVES, M.A.,

Instructor in Biology.

B.A., Wake Forest College, 1905; M.A., *ibid.*, 1906; Assistant in Biology, *ibid.*, 1904; Instructor in Biology, *ibid.*, 1906; Graduate Student, University of Chicago, 1908; Graduate Student, Marine Biological Laboratory, Woods Holl, 1909; Investigator Beaufort Laboratory, 1910, 1911.

WILLIAM G. DOTSON,

Instructor in Chemistry.

CLYDE E. RODWELL,

Instructor in Chemistry.

GUERRANT FERGUSON,

Instructor in Latin.

ROY J. HART,

Instructor in German.

JOHN W. VANN,

Instructor in German.

ALFRED C. WARLICK,

Instructor in Mathematics.

KENNETH T. RAYNOR,

Assistant in French.

JOHN P. MULL,

Assistant in English.

CAREY J. HUNTER, JR.,

Assistant in English.

ARSOLLA C. LOVELACE,

Assistant in English.

WILLIAM RUSSELL FERRELL,

Assistant in Biology.

WILLIAM A. RIDDICK,

Assistant in Physics.

ROSSER H. TAYLOR,

Assistant in History.

LLOYD GRIFFIN,

Assistant in History.

CHARLES H. JOHNSON,

Assistant in Political Economy.

CLINGMAN W. MITCHELL, JR.,
Assistant in Government.

BARNEY FOSTER GILES,
Assistant in Sociology.

MATTHEW D. PHILLIPS, JR.,
Assistant in Applied Mathematics.

JOHN R. HOOD,
Assistant in Law.

CHARLES C. CASHWELL,
Assistant in Law.

THURMAN HIPPS,
Assistant in Histology.

RONALD C. GYLES,
Assistant in Physiology.

WILLIAM P. MULL,
Assistant in Anatomy.

HERBERT M. VANN,
Assistant in Embryology.

CLYDE F. SMITH,
Assistant in Physical Culture.

RICHARD F. PASCHAL,
Assistant in Library.

Officers

WILLIAM L. POTEAT, *President.*

CHARLES E. BREWER, *Dean.*

ELLIOTT B. EARNSHAW, *Bursar and Secretary, and Superintendent of College Hospital.*

GEORGE W. PASCHAL, *Curator of Library.*

REV. WALTER N. JOHNSON, *Chaplain.*

MISS XANIE STOWE, *Head Nurse of College Hospital.*

Committees

Applications for Degrees—

Professor PASCHAL, Dean BREWER, and Bursar EARNSHAW.

Appointments—

Professors SIKES, CULLOM, HIGHSMITH, and CARSTARPHEN.

Athletics—

Director CROZIER, and Professors TIMBERLAKE, H. McN. POTEAT, and JONES.

Budget—

Bursar EARNSHAW, and Professors GORRELL and LANNEAU.

Buildings and Grounds—

Professors GORRELL, LAKE, BREWER, POWERS, TAYLOR, CROZIER, and Bursar EARNSHAW.

Entrance Requirements—

Professors PASCHAL, HIGHSMITH, HUBBELL, and JONES.

Examinations—

Professors HIGHSMITH, GULLEY, and LANNEAU.

Executive—

Professors BREWER, GULLEY, and SIKES.

Lectures—

Professors CULLOM, HIGHSMITH, and H. McN. POTEAT.

Library—

Professors PASCHAL, LAKE, and SIKES.

Publication—

Professors SLEDD, TIMBERLAKE, and HUBBELL.

Catalogue of Students

Graduate

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Arnette, David Wesley, B.A. (Wake Forest).....	Moore	5
Boone, William Dare, B.A. (Wake Forest).....	Hertford	5
Brown, Junius Calvin, B.A., LL.B. (Wake Forest)....	Wake	5
Cox, William David, B.A. (Univ. of N. C.).....	Currituck	1
Daniel, Eugene Allen B.A. (Wake Forest).....	Halifax	5
Eddinger William Lee, B.A. (Wake Forest).....	Davidson	6
Edwards, James Spurgeon, B.A. (Wake Forest).....	Madison	4
Klutzn, Loomis Franklin, B.A. (Wash. & Lee Univ.)..	Catawba	1
B.O. (Valparaiso Univ.)		
Knott, Luther David, LL.B. (Wake Forest).....	Granville	4
Langston, Henry Jerome, B.A. (Wake Forest).....	Pitt	5
Odum, Owen, B.A. (Wake Forest).....	Wake	5
Savage, Robert R., B.A. (Wake Forest).....	Norfolk, Va.	4
Simpson, Martin Bland, LL.B. (Wake Forest).....	Pasquotank	4
Smith, Julius Clarence, B.A. (Wake Forest).....	Guilford	5
Tyler, William Herbert, B.A., M.A. (Wake Forest)....	Chatham	7
Wellons, Elmer James, B.A. (Univ. of N. C.).....	Johnston	1
Whitehurst, Henry Purefoy, LL.B. (Wake Forest)....	Craven	5
Williams, Luther Carter, B.A. (Wake Forest).....	Orange	5

Undergraduate

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Abernethy, John Allison.....	Mecklenburg	2
Adams, Calvin Monroe.....	Iredell	2
Adams, Joseph Allen.....	Guilford	1
Alderman, James Biggs.....	Chowan	3
Alexander, James Johnson.....	Alexander	1
Allen, Connor Middleton.....	Lenoir	2
Allen, Junius LeRoy, Jr.....	Wake	3
Allen, Tracy Napier.....	Marlboro, S. C.	3
Allen, William Merritt.....	Dillon, S. C.	2
Andrews, James Edward.....	Washington	3
Apperson, George Marshall.....	Forsyth	3
Apperson, Thomas Bennett, Jr.....	Forsyth	1
Arledge, Allen Yates.....	Polk	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Ashcraft, Frank Bickett.....	<i>Union</i>	2
Ashcraft, Frederick Williams.....	<i>Union</i>	1
Avera, Tom Arrington.....	<i>Nash</i>	3
Ballard, Arthur Stamey.....	<i>Lincoln</i>	3
Bare, Albert Thomas.....	<i>Ashe</i>	2
Barnes, Furman McGee.....	<i>Robeson</i>	1
Barnes, Jahu Herman.....	<i>Polk, Tenn.</i>	1
Barry, William N.....	<i>Alachua, Fla.</i>	2
Beal, Jack	<i>Nash</i>	2
Beckhorn, Virgil Gustavus.....	<i>Alexander</i>	
Bell, Chester Orlander.....	<i>Cumberland</i>	1
Bell, George Erick.....	<i>Wake</i>	1
Bell, Mills Eure.....	<i>Gates</i>	1
Bennett, Ivan Loveridge.....	<i>Brunswick</i>	2
Best, Cecil Graham.....	<i>Duplin</i>	1
Billings, Gilbert M.....	<i>Wake</i>	3
Bird, Lawrence Albert, Jr.....	<i>Wayne</i>	2
Bivens, John Ashcraft.....	<i>Union</i>	1
Blackman, Lonnie Elwood.....	<i>Wayne</i>	2
Blackman, Stonewall Jackson.....	<i>Lancaster, S. C.</i>	2
Blanchard, Charles Wingate.....	<i>Lenoir</i>	1
Blanchard, Edwin Pritchard.....	<i>Duplin</i>	2
Bland, John Thomas.....	<i>Pender</i>	5
Blankenship, John Swann.....	<i>York, S. C.</i>	3
Blanton, Abb Josiah.....	<i>Duplin</i>	1
Bobbitt, Fred Anthony.....	<i>Warren</i>	3
Bobbitt, James Dewey.....	<i>Wake</i>	1
Bobbitt, James Ernest.....	<i>Warren</i>	2
Bobbitt, Mont. Thomas.....	<i>Robeson</i>	1
Bobbitt, William Carey.....	<i>Wake</i>	1
Booe, John Grady.....	<i>Davie</i>	2
Boyd, Basil Manly.....	<i>Mecklenburg</i>	1
Braddy, George Washington.....	<i>Bladen</i>	1
Brassfield, Leon Simpson.....	<i>Wake</i>	3
Braun, Milton Lau.....	<i>Buncombe</i>	1
Bray, Thomas Latham.....	<i>Perquimans</i>	4
Brewer, James Street.....	<i>Sampson</i>	1
Brickhouse, Ephraim Lee.....	<i>Tyrrell</i>	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Britton, Thomas C., Jr.....	<i>Soochow, China</i>	3
Brown, Robert Lonnie.....	<i>Robeson</i>	3
Bruner, James Willis.....	<i>Hertford</i>	2
Bryant, Hampton Gerome.....	<i>Union</i>	2
Buck, Marshall Cooly.....	<i>Alamance</i>	
Buckner, David Ernest.....	<i>Alamance</i>	1
Bullard, Marshall Peyton.....	<i>Cumberland</i>	1
Burleson, William Spurgeon.....	<i>Buncombe</i>	2
Burns, William G.....	<i>Towns, Ga.</i>	1
Burton, Edwin Thomas.....	<i>Pender</i>	1
Byrd, Connie Earl.....	<i>Chatham</i>	2
Camp, James L., Jr.....	<i>Southampton, Va.</i>	3
Campbell, Oscar Pierce.....	<i>Iredell</i>	4
Canady, John David.....	<i>Cumberland</i>	2
Carlton, Astor Lee.....	<i>Duplin</i>	3
Carlyle, Irving Edward.....	<i>Wake</i>	1
Carpenter, Clarence Edwin.....	<i>Cleveland</i>	1
Carpenter, Commie Jackson.....	<i>Wake</i>	4
Carrick, Carey Walton.....	<i>Guilford</i>	3
Carroll, Fountain Williams.....	<i>Pitt</i>	2
Carter, Ammie Gray.....	<i>Davie</i>	2
Carter, Junia Franklin.....	<i>Davie</i>	3
Carter, Paul Conway.....	<i>Wake</i>	4
Carter, Rupert Franklin.....	<i>Wake</i>	2
Cashwell, Claude Cason.....	<i>New Hanover</i>	2
Casteen, Kenan	<i>Duplin</i>	2
Caston, Joseph Barnwell.....	<i>Lancaster, S. C.</i>	1
Causey, Roy Clayton.....	<i>Pitt</i>	2
Chambers, Walter Roy.....	<i>Buncombe</i>	3
Chambliss, Clive Ellerbee.....	<i>Wilson</i>	3
Chandler, Bertie Cecil.....	<i>Sumter, S. C.</i>	2
Chappell, Louis Watson.....	<i>Perquimans</i>	1
Cheek, Dewitt Gilmore.....	<i>Alamance</i>	1
Clarke, William Spurgeon.....	<i>Northampton</i>	2
Collins, Ellis Marsh.....	<i>Mecklenburg</i>	2
Collins, George	<i>Mecklenburg</i>	1
Colston, Jesse Francis.....	<i>Northampton</i>	2
Cook, Grady Carl.....	<i>Forsyth</i>	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Corbett, Lacy Odis.....	<i>Pender</i>	2
Covington, Benjamin McLaughlin.....	<i>Anson</i>	2
Cox, Edward Blackman.....	<i>New Hanover</i>	2
Craver, John Bunyan.....	<i>Forsyth</i>	1
Creech, Fulton Hunter.....	<i>Johnston</i>	1
Critcher, Burrell Duke.....	<i>Martin</i>	2
Crozier, J. Richard.....	<i>Wake</i>	4
Cuthrell, Hugh Hamlin.....	<i>Forsyth</i>	3
Daniel, Charles Rufus.....	<i>Halifax</i>	2
Daniel, Paul Sweaney.....	<i>Granville</i>	1
Davis, George Hamilton.....	<i>Wake</i>	4
Deitrick, William Henley.....	<i>Pittsylvania, Va.</i>	1
Denton, Ansley Leo.....	<i>Nash</i>	2
Denton, Eugene Conrady.....	<i>Burke</i>	1
Dickens, Albert Oscar.....	<i>Nash</i>	4
Dickie, Jamie William.....	<i>Vance</i>	4
Dixon, Hubert Carlyle.....	<i>Chatham</i>	4
Dixon, Leonidas Polk.....	<i>Chatham</i>	1
Dotson, William Grady.....	<i>Henderson</i>	3
Dowell, Alvis Yates.....	<i>Martin</i>	1
Downs, Posie Edgar.....	<i>Cleveland</i>	3
Duckett, Rex Battle.....	<i>Buncombe</i>	3
Duffy, John Core.....	<i>Lenoir</i>	1
Duncan, Virgil Ennis.....	<i>Person</i>	3
Eakes, Odis Toy.....	<i>Granville</i>	1
Early, Henry Godwin.....	<i>Sampson</i>	1
Eddins, George Edgar.....	<i>Stanly</i>	1
Edwards, E. G.....	<i>Mullins, S. C.</i>	1
Edwards, Gudger Wayne.....	<i>Madison</i>	2
Edwards, J. Baird.....	<i>Madison</i>	2
Edwards, James Martin.....	<i>Edgefield, S. C.</i>	3
Egerton, Montreville Walker.....	<i>Henderson</i>	1
Elam, William Anderson.....	<i>Wake</i>	1
Elliott, Milton	<i>Etowah, Ala.</i>	1
Eure, James Bruce.....	<i>Wilson</i>	1
Farrior, Kenneth McKinnon.....	<i>Orange</i>	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Ferguson, Guerrant	Rockingham	3
Fessee, Arris Idyl.....	Randolph	2
Ferrell, William Russell.....	Wake	2
Fishburne, E. Chapman.....	Barnwell, S. C.....	1
Fleming, William E.....	Davie	3
Foreman, Walter Thomas.....	Stanly	1
Foster, Howitt H.....	Southampton, Va....	1
Fountain, Richard Speight.....	Edgecombe	2
Franks, Claude Robert.....	Towns, Ga.....	1
Fryar, Claude Henry.....	Wake	2
Gardner, James Clyde.....	Warren	1
Gatling, John Morris.....	Bertie	3
Gay, Arthur Royall.....	Franklin	3
Giles, Berney Foster.....	Tuscaloosa, Ala.....	2
Giles, Boyce Tichenor.....	Tuscalosa, Ala.....	2
Glover, John Bell.....	Iredell	1
Goode, Seddon, Jr.....	Sampson	3
Goodman, John Pincus.....	Norfolk, Va.....	1
Goodrich, Arthur Leon.....	Johnston	2
Gordon, Richard Roscoe.....	Moore	3
Greene, George William.....	Canton, China.....	2
Green, Robert Byard.....	Rutherford	4
Gregory, Charlie C.....	Camden	2
Griffin, Lloyd Eldon.....	Chowan	4
Griffin, Roy Mason.....	Northampton	1
Griggs, William Lemuel.....	Macon	3
Grindstaff, Grover Mayden.....	Jackson	3
Guy, Charlie L.....	Harnett	3
Gyles, Ronald Corbin.....	Barnwell, S. C.....	3
Hair, George William.....	Cumberland	1
Hair, William B.....	Cumberland	1
Hall, Alexander.....	Colquitt, Ga.....	2
Hall, John Franklin.....	Johnston	1
Hall, John Richard, Jr.....	Colquitt, Ga.....	2
Hall, Remus James.....	Sampson	1
Hall, Romulus F.....	Sampson	1
Hamilton, Henry	Harnett	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Hamilton, John Wallace.....	<i>Carteret</i>	1
Hamilton, Joseph William.....	<i>Carteret</i>	3
Hampton, Henry Conrad.....	<i>Surry</i>	1
Hamrick, Alger Vason.....	<i>Cleveland</i>	2
Hamrick, Oliver Paul.....	<i>Cleveland</i>	3
Hannah, Harry Burguyn.....	<i>Chatham</i>	1
Hardaway, William Tyree.....	<i>Coweta, Ga.</i>	2
Harrell, Eustace H.....	<i>Colquitt, Ga.</i>	2
Harrell, H. B., Jr.....	<i>Halifax</i>	1
Harrill, Benjamin Harrison.....	<i>Rutherford</i>	2
Harrill, George Pinkney, Jr.....	<i>Franklin</i>	3
Harrington, William Daniel.....	<i>Stanly</i>	2
Harris, Thomas Frederick.....	<i>Rutherford</i>	1
Harris, William Albert.....	<i>Cherokee, S. C.</i>	1
Hart, Roy Jack.....	<i>Henderson</i>	4
Hartsell, Paul	<i>Stanly</i>	2
Harvey, W. Frank.....	<i>Halifax</i>	2
Harward, William Carey.....	<i>Chatham</i>	1
Hayes, James M.....	<i>Wilkes</i>	1
Heafner, Hugh Herbert.....	<i>Lincoln</i>	1
Henry, Ozmer Lucas.....	<i>Anson</i>	2
Hensley, Bascombe S.....	<i>Yancey</i>	2
Hensley, Charles	<i>Yancey</i>	3
Hester, James Montgomery.....	<i>Robeson</i>	1
Hipps, Allen G. Thurman.....	<i>Madison</i>	4
Hobgood, Legan Henry.....	<i>Edgecombe</i>	1
Holcombe, George Malton.....	<i>Yancey</i>	3
Holding, Robert Powell.....	<i>Wake</i>	2
Holding, William Willis, Jr.....	<i>Wake</i>	3
Holliday, Garland Washington.....	<i>Wake</i>	4
Holmes, Clarence Carlyle.....	<i>Iredell</i>	4
Honeycutt, Murray Andrew.....	<i>Yancey</i>	3
Hood, John Robinson.....	<i>Wake</i>	2
Hooper, Richard	<i>Towns, Ga.</i>	1
Horn, Leo Barber.....	<i>Campbell, Va.</i>	3
Horton, Archie Wynne.....	<i>Wilkes</i>	4
Hough, Rayman Franklin.....	<i>Stanly</i>	2
House, Augustus Roy.....	<i>Martin</i>	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Howell, James Edward.....	<i>Gates</i>	3
Hudson, Charlie Franklin.....	<i>Burke</i>	2
Hughes, Daniel Crawley.....	<i>Cleveland</i>	1
Humber, John Davis.....	<i>Pitt</i>	1
Hunter, Carey Joseph, Jr.....	<i>Wake</i>	2
Hunter, John Pullen.....	<i>Wake</i>	1
Huntley, George Washington, Jr.....	<i>Anson</i>	2
Hutchins, Fred Strickland.....	<i>Forsyth</i>	1
Ingle, Carl E.....	<i>Watauga</i>	3
Ingram, Ray R.....	<i>Stanly</i>	2
Inscoc, Linwood Saint Clair.....	<i>Franklin</i>	3
Ives, Dwight Humeston.....	<i>Moore</i>	2
Ivey, Thaddeus, Jr.....	<i>Wake</i>	3
Jackson, Donald Rudolph.....	<i>Pitt</i>	4
Jarrett, Clyde Hamilton.....	<i>Jackson</i>	2
Jarvis, George Lee.....	<i>Cleveland</i>	3
Jenkins, Ned Walter.....	<i>De Soto, La.</i>	1
Johnson, Charles Haddon.....	<i>Jones</i>	3
Johnson, Charles Thomas.....	<i>Bladen</i>	3
Johnson, Doctor Mack.....	<i>Robeson</i>	4
Johnson, Ferdie Talmage.....	<i>Sampson</i>	2
Johnson, John Samuel.....	<i>Robeson</i>	1
Johnson, Leonidas LaFayette.....	<i>Sampson</i>	v
Johnson, Nathan Allen.....	<i>Robeson</i>	1
Johnson, Victor Richardson.....	<i>Chatham</i>	3
Johnston, Ira Thomas.....	<i>Ashe</i>	2
Johnston, John Alfred, Jr.....	<i>Halifax</i>	1
Jones, Cary Celester.....	<i>Wake</i>	1
Jones, Charles Wesley.....	<i>Chesterfield, S. C.</i>	2
Jones, Ellis Coleman.....	<i>Jackson</i>	2
Jones, James Bate.....	<i>Cleveland</i>	2
Jones, Leonidas Leroy.....	<i>Duplin</i>	3
Jones, Marshall Henry.....	<i>Cumberland</i>	3
Jones, Thaddeus Elmore.....	<i>Duplin</i>	1
Jones, William Bailey.....	<i>Wake</i>	1
Jordan, Ralph B.....	<i>Chatham</i>	2
Josey, John Napoleon.....	<i>Halifax</i>	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Joyce, J. R.....	Rockingham	1
Kesler, John Malcolm.....	Davidson	2
King, Dan Bryant.....	Lee	1
King, Goodman Harmon.....	Wake	3
Kitchin, Luther Mills.....	Halifax	3
Knott, Alexander Graham.....	Wake	2
Knott, Edward Judson.....	Mecklenburg, Va.....	2
Lane, Herbert Elliott.....	Perquimans	2
Lane, James	Wake	4
Lassiter, George Washington.....	Bertie	3
Lee, Charles Cicero.....	Johnston	1
Lee, William Carey.....	Harnett	1
Lee, Wilson Henry.....	Princess Anne, Va... 1	
Little, Aaron Vander.....	Brunswick	1
Long, James Austin.....	Harnett	2
Lovelace, Arsolla Crawford.....	Rutherford	2
Lowry, William Clyde.....	Wake	1
McCourry, Jeter Connelly.....	Yancey	3
McCourry, Roy Alonzo.....	Yancey	1
McFadyen, Aubrey Duncan.....	Cumberland	2
McMillan, Charlie M.....	Scotland	1
McMillan, Edwin Guy.....	Scotland	1
McSwain, Dorus Clifton.....	Cleveland	1
Maltba, Rufus L.....	Watauga	2
Martin, Warren H.....	Anderson, S. C.....	3
Massey, Luther Malcus.....	Wake	1
Middleton, Robert Lee.....	Wake	3
Mills, Green Titus.....	Wake	2
Mitchell, Clingman Webster, Jr.....	Bertie	4
Mitchell, Vernon Fuller.....	Wake	1
Moore, George Green.....	Cleveland	2
Morris, William Lenoir.....	Forsyth	1
Moseley, Charles Andrew.....	Guilford	2
Moss, Samuel Hodges.....	Wilson	1
Mull, John P.....	Cleveland	3
Mull, William Peter.....	Cleveland	4
Mumford, Preston Joseph.....	Pitt	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Neal, John J.....	Halifax, Va.....	4
Newbold, Jeremiah McMullon.....	Perquimans	2
Newton, Albert Graham.....	Sampson	1
Newton, John Clinton.....	Cleveland	1
Noell, Robert Holmon.....	Person	4
Norris, Roy Haddon.....	Wake	3
Norwood, George McIntosh.....	Wayne	1
Norwood, John H.....	Stanly	1
Olive, B. Ray.....	Wake	1
Olive, Collier Carlton.....	Guilford	1
Oliver, Charles Moseley.....	Wayne	3
Oliver, William Benjamin, Jr.....	Wayne	4
Page, Benjamin Randall.....	Cumberland	3
Parker, Joseph Ray.....	Hertford	3
Parker, Lee	Hertford	1
Paschal, Herbert Richard.....	Chatham	2
Paschal, Richard Frederick.....	Chatham	4
Payne, Alonzo Clark.....	Watauga	1
Pegg, Herbert Dale.....	Guilford	3
Pennell, George Clingman.....	Buncombe	3
Perry, Davis Russell.....	Wake	2
Perry, Hugh Wiston.....	Franklin	3
Perry, Moses L.....	Wake	1
Phillips, Ernest Nicholas.....	Stokes	1
Phillips, Matthew Dalton, Jr.....	Stokes	4
Pittman, Kenneth Alexandria.....	Franklin	2
Pool, Jelmon Garves.....	Wake	1
Pope, Arthur Franklin.....	Harnett	1
Pope, Ernest Frederick.....	Harnett	1
Pope, Harry Joyner.....	Halifax	2
Powell, Julius Carlyle.....	Duplin	2
Powers, James Lonnie.....	Robeson	1
Prevatt, Lawrence Gaston.....	Robeson	1
Prevette, Earl	Wilkes	3
Prevette, Isaac Call.....	Wilkes	4
Pritchard, Jeter McKinley.....	Buncombe	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Pugh, William Milton, Jr.....	<i>Pitt</i>	1
Purvis, James Daniel.....	<i>Chesterfield, S. C.</i>	1
Rankin, Richard B.....	<i>Cabarrus</i>	3
Ray, Frank L.....	<i>Wake</i>	2
Ray, Frank Oliver.....	<i>Johnston</i>	1
Raynor, Kenneth Tyson.....	<i>Bertie</i>	4
Redwine, Richard Kerr.....	<i>Davie</i>	2
Reid, Charles Brantly.....	<i>Stanly</i>	3
Riddick, Charles Oscar.....	<i>Buncombe</i>	1
Riddick, William Allen.....	<i>Buncombe</i>	2
Rittenhouse, George Frederick.....	<i>Dinwiddie, Va.</i>	1
Rives, Robert Durham.....	<i>De Soto, La.</i>	1
Robertson, Davis Aydlette.....	<i>Norfolk, Va.</i>	1
Rodwell, Clyde Ethelbert.....	<i>Warren</i>	4
Rodwell, James Robert, Jr.....	<i>Warren</i>	1
Ross, Clarence	<i>Durham</i>	1
Rowland, Gordon Bennett.....	<i>Wake</i>	4
Rucker, John Bunyan.....	<i>Rutherford</i>	1
Sanderson, Naman Ray.....	<i>Duplin</i>	1
Sasser, Lonnie	<i>Wayne</i>	1
Saunders, Swepson Harrison, Jr.....	<i>Florence, S. C.</i>	1
Savage, John G.....	<i>Norfolk, Va.</i>	1
Sawyer, Clyde Spurgeon.....	<i>Tyrrell</i>	4
Sexton, Edwin Cleveland.....	<i>Martin</i>	3
Shepherd, Newton Jackson.....	<i>Halifax</i>	4
Sherrin, H. Boyce.....	<i>Robeson</i>	3
Shields, James G.....	<i>Halifax</i>	1
Sigmon, Nolan J.....	<i>Catawba</i>	2
Sinclair, William Brookshire.....	<i>Henderson</i>	1
Sledd, Arthur Purefoy.....	<i>Wake</i>	3
Sledge, Robert F.....	<i>Forsyth</i>	2
Smith, Clyde Franklin.....	<i>Mecklenburg</i>	3
Smith, Hugh Percival.....	<i>Florence, S. C.</i>	3
Smith, Lellon Wray.....	<i>Wake</i>	5
Sorrels, Clyde Caleb.....	<i>McDowell</i>	1
Speight, Lloyd Wood.....	<i>Bertie</i>	2
Sprinkle, James Herschel.....	<i>Madison</i>	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Sprinkle, Paul Evans.....	<i>Forsyth</i>	2
Stallings, Lawrence Tueber, Jr.....	<i>Fulton, Ga.</i>	2
Stevens, Charles Hadley.....	<i>Johnston</i>	2
Stevenson, Adlai Ewing.....	<i>Davidson</i>	4
Stiles, Nimrod H.....	<i>Macon</i>	1
Stillwell, Ephraim Posy.....	<i>Jackson</i>	4
Strickland, Henry Clinton.....	<i>Wake</i>	2
Strickland, Rex Samuel.....	<i>Nash</i>	2
Strickland, William Milo.....	<i>Wake</i>	2
Stringfield, Oliver Linwood, Jr.....	<i>Madison</i>	4
Stringfield, Peyton Randolph.....	<i>Cumberland</i>	1
Strole, Glenn Franklin.....	<i>Columbus</i>	2
Sustare, Beverly T.....	<i>Mecklenburg</i>	3
Sutton, William Dovey.....	<i>Chesterfield, S. C.</i>	2
Sweaney, Hunter McGuire.....	<i>Rockingham</i>	3
Sykes, Paul S.....	<i>Northampton</i>	1
Tally, Joseph Oscar.....	<i>Cumberland.</i>	1
Tate, William Thomas.....	<i>Rutherford</i>	2
Tatum, Roy C.....	<i>Davie</i>	2
Taylor, Hoyt Patrick.....	<i>Hertford</i>	2
Taylor, Rosser Howard.....	<i>Nash</i>	3
Taylor, Walter Freeman.....	<i>Hertford</i>	1
Teague, Jackson Uriah.....	<i>Alexander</i>	3
Thomas, Cornelius	<i>Brunswick</i>	2
Thomas, Joe Smith.....	<i>Clarendon, S. C.</i>	4
Thompson, Edgar Stincion.....	<i>Robeson</i>	2
Tillman, Orris G.....	<i>Polk, Fla.</i>	1
Trust, George E.....	<i>Bladen</i>	1
Tyler, William Herbert.....	<i>Chatham</i>	1
Tyner, Carl Vann.....	<i>Robeson</i>	4
Tysinger, Donnie Shuford.....	<i>Davidson</i>	1
Underwood, Robert Earl.....	<i>Franklin</i>	3
Vann, Herbert Moffett.....	<i>Pittsylvania, Va.</i>	3
Vann, Junius Richardson, Jr.....	<i>Cumberland</i>	4
Vann, John Willard.....	<i>Pittsylvania, Va.</i>	3
Voyles, Walter Raleigh.....	<i>Cherokee</i>	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Walker, Witcher Watkins.....	<i>Rutherford</i>	4
Wallin, Jeter Newman.....	<i>Madison</i>	4
Ward, Carey Carlyle.....	<i>Perquimans</i>	2
Ward, Ervin Lucius.....	<i>Perquimans</i>	3
Ward, James Ambrose.....	<i>Pasquotank</i>	1
Ward, William Farrior.....	<i>Craven</i>	2
Warlick, Alfred Caldwell.....	<i>Cleveland</i>	4
Warwick, John Thompson.....	<i>Wake.</i>	1
Washburn, George Fred.....	<i>Mitchell</i>	1
Watkins, Basil Manly.....	<i>Wayne</i>	3
Watson, Ephraim Thomas.....	<i>Johnston</i>	1
Watson, John Franklin.....	<i>Alexandria, Va.</i>	4
Watson, Thomas Mervelle.....	<i>Scotland</i>	1
Weathers, Bahnson	<i>Wake</i>	3
Weston, Lacy Udell.....	<i>Iredell</i>	2
Wharton, Clarke Lewis.....	<i>Haywood</i>	1
Whedbee, Edward Marcellus.....	<i>Pasquotank</i>	2
Wheeler, Frederick Raymond.....	<i>Barton, Ga.</i>	1
Whitaker, Fleet Gaston.....	<i>Henderson</i>	4
White, Charles Hopkins.....	<i>Davie</i>	1
White, John Ellington, Jr.....	<i>Fulton, Ga.</i>	2
White, Lodwick Henry.....	<i>Bertie</i>	1
White, Ransom Kelly.....	<i>Northampton</i>	1
White, Sidney Warren.....	<i>Pasquotank</i>	4
White, William Ernest..	<i>Bertie</i>	1
Whitehead, Seba G.....	<i>Halifax</i>	1
Whitehurst, Elijah Bell.....	<i>Carteret</i>	3
Whitley, Caleb Jerome.....	<i>Stanly</i>	4
Whitley, Ennis Parker.....	<i>Wake</i>	2
Whitley, Henry Wayne.....	<i>Wake</i>	1
Whitley, John Baylus.....	<i>Wake</i>	1
Whitted, Robert LaFayette.....	<i>Beaufort</i>	2
Whitted, Walter Puryear.....	<i>Alamance</i>	1
Wilkinson, Chester Houston.....	<i>Wake</i>	2
Williams, Edward Jerome.....	<i>Union</i>	3
Williams, Jabez H.....	<i>Union</i>	1
Williams, Lonnie P.....	<i>Duplin</i>	2
Williams, Robert Elisha.....	<i>Mecklenburg, Va.</i>	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Williams, Thomas Lacy.....	Wake	3
Williams, Thomas Pritchard.....	Sampson	1
Wilson, Elbert Ezra.....	Sampson	1
Wilson, Jesse Franklin.....	Harnett	1
Wilson, Percy Hocutt.....	Robeson	1
Winston, William Augustus.....	Franklin	1
Wood, William Maxwell.....	Hill, Texas.....	1
Wright, George Fitchett.....	Pasquotank	1
Wright, Wallace Barber.....	Buncombe	2
Yates, Earl Preston.....	Wake	4
Yates, Kyle M.....	Wake	2
Yates, Otis Webster.....	Wake	4
Total, 451.		

RECAPITULATION BY STATES.

North Carolina	396
South Carolina	18
Virginia	16
Tennessee	1
Georgia	10
Alabama	3
Louisiana	2
Florida	2
Texas	1
China	2
Total.....	451

Commencement, 1913

Wednesday Evening, May 21

THE BACCALAUREATE SERMON.

Rev. Hugh Black, D.D., New York City.

Thursday Morning, May 22

THE LITERARY ADDRESS.

Rev. Hugh Black, D.D.

PRESENTATION OF MEDALS.

Philomathesian, by Mr. Carey J. Hunter, Raleigh, N. C.

Senior Orator's Medal, to Roy A. Marsh.

Junior Orator's Medal, to E. P. Yates.

Sophomore Improvement Medal, to A. L. Carlton.

Freshman Improvement Medal, to I. L. Bennett.

John E. White Medal, to L. L. Carpenter.

Euzelian, by Rev. Joel S. Snyder, of Fayetteville, N. C.

Thomas Dixon Senior Orator's Medal, to Sam Long, Union County.

Senior Orator's Medal, to Sam Long.

Junior Orator's Medal, to J. M. Pritchard.

Sophomore Improvement Medal, to M. C. Robinson.

Freshman Improvement Medal, to E. P. Whitley.

The J. L. Allen Medal, to T. L. Carter.

Open to All Students, by President W. L. Poteat:

The Thomas Dixon Essay Medal, to H. B. Conrad.

The Wake Forest Student Essay Medal, to H. B. Conrad.

The Wake Forest Student Fiction Medal, to C. A. Farrell.

The Hubert A. Royster Medal, to D. F. Mayberry.

CLASS DAY EXERCISES.

President: Sam Long.

Vice-president: L. W. Smith.

Secretary: J. J. Waff.

Orator: W. T. Baucom.

Poet: E. W. Lane.

Prophet: T. C. Holland.

Historian: L. L. Carpenter.

Statistician: H. J. Langston.

Testator: W. J. Young.

Thursday Evening, May 22**ALUMNI ADDRESS.**

Rev. James W. Lynch, D.D., Athens, Ga.

ANNUAL MEETING OF THE ALUMNI.

Refreshments served.

Friday Morning, May 23**ADDRESSES BY REPRESENTATIVES OF THE GRADUATING CLASS.**

L. L. Carpenter: "The Old North State in the Field of Literature."

T. C. Holland: "The Judicial Settlement of International Disputes."

O. F. Herring: "The Immortal Minority."

V. V. McGuire: "The Relationship of Women to Some Economic and Social Problems."

Sam Long: "The Discovery of the Child."

C. R. Sorrell: "America's Uncrowned Queen."

A. D. Ward Medal presented to V. V. McGuire.

CONFERRING DEGREES AND BACCALAUREATE ADDRESS

By President Poteat.

Degrees

ACADEMIC

MASTER OF ARTS

BEAM, G. M.	HAYNES, L. Q.
BEAM, H. M.	HUBBELL, P. E.
CONRAD, H. B.	O'BRIAN, L. R.
GARRISON, S. C.	RODWELL, G. M.
GREEN, P. P.	WALKER, R. E.

BACHELOR^{OF} OF ARTS

BAUCOM, W. T.	McGUIRE, V. V.
BENTON, R.	McLAMB, M.
BROWN, J. C.	McLEOD, B. F.
CARPENTER, L. L.	MARSH, R. A.
CARRICK, J. L.	ODUM, O.
COGGIN, N. C.	PHILLIPS, A. R.
CURRIN, J. B.	POOL, F. K.
DANIEL, E. A.	PRUETTE, R. S.
DUNCAN, H. G.	RIGGS, O. L.
FARRELL, C. A.	ROBERTSON, C. H.
GROVES, H. H.	ROGERS, L. O.
HARRIS, G. M.	SAWYER, O. W.
HARRIS, J. P.	SAWYER, R. M.
HARWARD, G. N.	SKAGGS, R.
HEBBING, O. F.	SMITH, C. G.
HOLLAND, T. C.	SORRELL, C. R.
JOHNSON, B. H.	STRAWN, J. A.
JOSEY, C. C.	SULLIVAN, E. F.
JOSEY, D. E.	WILLIAMS, L. C.
LANGSTON, H. J.	WOODALL, C. L.
LANIER, R. R.	WRIGHT, N. E.
LANIER, T. T.	YOUNG, W. A.
LONG, S.	

BACHELOR OF SCIENCE

BRIDGES, W. A.	McLENDON, P. A.
CABANISS, J. C.	SHEERILL, W. H.
ELLINGTON, A. J.	SHUGART, F. C.
HENRY, T. B.	STANLEY, J. G.
HERRING, G. N.	WAFF, J. J.
JOHNSON, E. D.	WATKINS, G. T., JR.
LANE, E. W.	

BACHELOR OF LAWS

BROWN, J. C.	MOSS, O. B.
HERRING, R. L.	RAMSEUR, B. F.
JOHNSON, E. M.	SIMPSON, M. B.
KNOTT, L. D.	WHITEHURST, H. P.
MAYBERRY, D. F.	

HONORARY**Doctor of Divinity**

LIVINGSTON JOHNSON, Raleigh, N. C.

Doctor of Laws

WILLIAM JOSEPH MARTIN, Davidson, N. C.

Anniversary of the Literary Societies, 1914

On February 13th the Literary Societies held their annual celebration, with the following program:

DEBATE—2:00 P. M.

Walter R. Chambers, Phi., President.

Robert B. Green, Eu., Secretary.

QUERY:

Resolved, That the provision of the Panama Canal Act exempting the coastwise shipping of the United States from the payment of tolls should be repealed.

Affirmative—Albert O. Dickens, Phi., Nash County; Jeter C. McCourry, Eu., Yancey County (unable to be present on account of illness, his place being taken by Jeter McKinley Pritchard, Buncombe County).

Negative—Witcher W. Walker, Eu., Rutherford County; Rosser H. Taylor, Phi., Nash County.

ORATIONS AND RECEPTION—8 P. M.

Doctor M. Johnson, Phi., Robeson County—"The Conservation of the Home."

George C. Pennell, Eu., Buncombe County—"Menace of Privilege."

MARSHALS.

Robert L. Middleton, Chief, Phi.

John D. Canady.

Paul S. Daniel.

John J. Neal, Chief, Eu.

Chas. A. Hensley.

Rayman F. Hough.

SUBJECTS ACCEPTED FOR ADMISSION

SUBJECT	TOPICS	Units
English 1	English Grammar, Rhetoric and Composition	1
English 2	Critical Study of Specimens of English Literature	2
Mathematics 1(a)	Algebra to Quadratic Equations	1
Mathematics 1(b)	Quadratics, Progressions and the Binomial Formula	$\frac{1}{2}$
Mathematics 2	Plane Geometry	1
History 1	General History	1
History 2	Mediæval and Modern European History	1
History 3	English History	$\frac{1}{2}$
History 4	American History	$\frac{1}{2}$
Latin 1	Grammar, Composition and Translation	1
Latin 2	Cæsar's Gallic War, I-IV; Grammar; Composition	1
Latin 3	Cicero's Orations (6); Grammar; Composition	1
Latin 4	Virgil's Æneid, I-VI; Grammar; Composition	1
Greek 1	Grammar; Composition	1
Greek 2	Xenophon's Anabasis, I-IV	1
German 1	Elementary Grammar, Composition, and Translation	1
French 1	Elementary Grammar, Composition, and Translation	1
Science 1	Physical Geography	$\frac{1}{2}$
Science 2	Physiology	$\frac{1}{2}$
Science 3	Physics	$\frac{1}{2}$
Science 4	Botany	$\frac{1}{2}$

Matriculation

Candidates for admission must be at least fifteen years of age and be able to furnish satisfactory testimonials of good moral character; if coming from other incorporated institutions, they must be able to present certificates of honorable dismissal.

In matriculating the following order must be observed:

1. Consultation with the Committee on Entrance requirements.
2. Payment of fees in the Bursar's office the first day of the term.
3. Registration in the President's office the first day of the term.

No student is allowed to enter any class until he has completed his matriculation in the order specified.

Requirements for Admission

Students bearing the prescribed certificates of accredited academies will be admitted into the classes of the College without examination. Examinations, the scope of which is indicated below, will be required of all other students.

Entrance requirements are designated in terms of units. A unit represents a high school course extending throughout the school year with five periods weekly of not less than three-quarters of an hour each.

A minimum of fourteen units is required for admission to the College. Twelve and a half of these units are prescribed, as follows:

- English, 3 units;
- Mathematics, 2 1-2 units;
- Languages other than English, 4 units;
- History, 2 units;
- Science, 1 unit.

For the B.A. degree and for the B.S. degree in Medicine, with the exceptions noted in the next paragraph, the four units of Languages other than English must be Latin; for the B.S. degree in General Science and in Engineering, two of the units must be Latin and two Modern Languages.

For the B.A. degree in Civics and the B.S. degree in Medicine the student who elects Latin in the studies prescribed for the first two years of college work must present four units of entrance work in Latin. The student who does not elect Latin must satisfy the professors of the Latin department that his preparatory work in this subject has been satisfactorily done. A student who is a candidate for a degree in either Civics or Medicine may present one unit each of French and German in place of the last two units of entrance work in Latin.

The one and a half remaining units are elective, and may be chosen from any of the other academic studies given below or from any subject required for a diploma in an accredited high school; or they may be made up from advanced work offered in any of the prescribed studies given above.

Conditions

Students are urged to complete their preparation before coming to the College. A candidate may be admitted even though he has some deficiencies in preparation, but no student is received who is conditioned on more than four units of entrance work, nor will any be allowed to remain in College more than two years with entrance conditions, of which as many as possible must be met the first year.

To enable students to remove deficiencies in preparation one class each in Mathematics, French, German, Greek, and Latin, are for the present retained under the supervision of members of the Faculty.

English

Preparation in English should keep two ends in view: (1) The ability to speak and to write the language readily and correctly; (2) The ability to read with intelligence and appreciation.

1. *Grammar and Rhetoric.* 1 unit.

This course is required for admission into any college class.

The candidate must, first of all, be able to spell, capitalize, and punctuate correctly. He must further show a practical knowledge of English grammar, including inflection, syntax, and sentence structure; and familiarity with the elementary principles of rhetoric, including paragraph structure, narration, and description.

No candidate will be accepted in English whose work is seriously defective in point of spelling, punctuation, grammar, or division into paragraphs.

2. *Reading.* 2 units.

The candidate will be required to present evidence of a general knowledge of the subject matter of the books read and studied, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression.

For 1914-1915

A minimum of fifteen books is required. In this number there should be at least three plays from Shakespeare, including *Julius Cæsar* and *The Merchant of Venice*, which are required; eight books of prose; and four of poetry, beside Shakespeare. In the total number required for admission,

no more than four books should be offered from each group. Books are grouped according to year to assist teachers in planning secondary courses in English. The sixteen books italicized are especially desired because a knowledge of these is almost indispensable in all college courses in English.

FIRST YEAR.

Prose.—(1) Defoe's *Robinson Crusoe*; (2) Scott's *Ivanhoe*; (3) Bunyan's *Pilgrim's Progress*; (4) Stevenson's *Treasure Island*.

Poetry.—(1) Coleridge's *Ancient Mariner*; Lowell's *The Vision of Sir Launfal*, and Goldsmith's *Deserted Village*; (2) Shakespeare's *The Merchant of Venice*; (3) Longfellow's *The Courtship of Miles Standish* and Whittier's *Snowbound*; (4) Macaulay's *Lays of Ancient Rome* and Arnold's *Sohrab and Rustum*; Longfellow's *Evangeline*.

SECOND YEAR.

Prose.—(1) George Eliot's *Silas Marner*; (2) Bulfinch's *Age of Fable*; (3) Irving's *Sketch Book*; (4) Parkman's *The Oregon Trail*; (5) Franklin's *Autobiography* (condensed); (6) Scott's *The Talisman*; (7) Cooper's *The Last of the Mohicans*; (8) Hughes' *Tom Brown's School Days*.

Poetry.—(1) Shakespeare's *Julius Cæsar*; (2) Scott's *The Lady of the Lake*; (3) *The Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; (4) *The Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XVII, XXI.

THIRD YEAR.

Prose.—(1) Addison and Steele's *Sir Roger de Coverley Papers* in the *Spectator*; (2) *The Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; (3) Macaulay's *Life of Johnson*; (4) Blackmore's *Lorna Doone*; (5) Swift's *Gulliver's Travels*; (6) Poe's *Prose Tales*; (7) Prescott's *Conquest of Mexico* (condensed); (8) Bulwer-Lytton's *The Last Days of Pompeii*; (9) Southey's *Life of Nelson*.

Poetry.—(1) 100 pages of *Selected English Poems*; (2) Shakespeare's *Twelfth Night*; (3) *As You Like It*; (4) Poe's *Selected Poems*.

FOURTH YEAR.

Prose.—(1) Goldsmith's *The Vicar of Wakefield*; (2) Scott's *Quentin Durward*; (3) Dickens's *A Tale of Two Cities*; (4) David Copperfield; (5) Webster's First Bunker Hill Oration; (6) Washington's Farewell Address; (7) Carlyle's *Heroes and Hero Worship*; (8) Hawthorne's *Twice Told Tales*; (9) Ruskin's *Sesame and Lilies*.

Poetry.—(1) Shakespeare's *Macbeth*; (2) *Romeo and Juliet*; (3) Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; (4) Milton's *Comus*, *L'Allegro*, and *Il Penseroso*; (5) Palgrave's *Golden Treasury*; (6) 100 pages of Browning's *Shorter Poems*.

Latin

1. Amount and Range of Preparatory Work Required

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works; shall be not less in *amount* than Cæsar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil, *Æneid*, I-VI.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar, Gallic War and Civil War; Nepos, *Lives*; Cicero, *Orations*, *Letters*, and *De Senectute*; Sallust, *Catiline* and *Jugurthine War*; Vergil, *Bucolics*, *Georgics*, and *Æneid*; Ovid, *Metamorphoses*, *Fasti*, and *Tristia*.

The following credits are given:

(a) GRAMMAR AND COMPOSITION.—Mastery of forms, vocabularies, principal parts of verbs, idioms and rules of syntax found in such beginners' books as Potter's, D'Ooge's, Inglis and Prettyman's, and Bennett's; also ability to write simple Latin prose based on the vocabularies and rules of syntax given in these books. 1 unit.

(b) CÆSAR.—Gallic War. One complete year, 5 recitations a week, covering three to five books of the text, with composition and grammar. 1 unit.

(c) CICERO.—Orations for the Manilian Law and for Archias.

and three or four other orations. Twenty-five pages of the letters may be substituted for one oration. Composition and grammar, 1 year, 5 recitations a week. 1 unit.

(d) SALLUST.—Catiline and Jugurthine War, with composition and grammar. $\frac{1}{2}$ year, 5 recitations a week. $\frac{1}{2}$ unit.

(e) NEPOS.—Lives, with composition and grammar. 5 recitations a week. $\frac{1}{2}$ year, $\frac{1}{2}$ unit; 1 year, 1 unit.

(f) VERGIL.—Æneid, five or six books with prosody, composition and grammar. The Bucolics and the Georgics in whole or in part may be substituted for an equivalent amount of the Æneid. 1 complete year, 5 recitations a week. 1 unit.

(g) OVID.—Selections from the *Metamorphoses*, *Fasti*, and *Tristia*, with prosody, composition and grammar. $\frac{1}{2}$ year, 5 recitations a week. $\frac{1}{2}$ unit.

(h) CICERO.—*De Senectute*, with composition and grammar. $\frac{1}{2}$ year, 5 recitations a week. $\frac{1}{2}$ unit.

II. Subjects and Scope of the Examinations

1. *Translation at Sight.* Candidates who do not present satisfactory certificates will be examined in translation at sight of both prose and verse. The vocabulary, construction, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, Oration for the Manilian Law and Oration for Archias; Vergil, Æneid, I, II, and either IV or VI at the option of the candidate, with questions on subject matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition.* The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and

the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

Suggestions Concerning Preparation

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphor. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practiced.

The work in composition should give the student a better

understanding of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

Greek

1. Xenophon's *Anabasis*, Book I, chaps. i-viii. The candidate will be expected to show a thorough mastery of forms, constructions and idioms such as are found in the prescribed portion of Xenophon, and to be able to write at sight simple Attic prose. 1 unit. Required for entrance to Greek 1.

2. *Anabasis*, Books II-IV, or Books II-III of the *Anabasis* and one book of Herodotus. The candidate will be expected to be able to write prose based on the vocabulary and constructions of the *Anabasis*. 1 unit.

Mathematics

1. *Algebra*. 1 1-2 units.

Knowledge of Elementary Algebra and of College Algebra (each studied one year) as far as logarithms, including factoring, common divisors, fractions, involution and evolution, theory of exponents, radicals, quadratics, progressions, and the binomial theorem.

2. *Geometry*. 1 unit.

Knowledge of Five Books of Plane Geometry—embracing the relation of straight lines, properties of rectilinear figures, the circle and related lines and angles, similar polygons, areas, regular polygons, and the measure of the circle.

Modern Languages

German. 1 unit.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and elementary principles of syn-

tax; (3) the reading of not less than 150 pages of easy German prose and verse.

French. 1 unit.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and the elementary principles of syntax; (3) the reading of not less than 150 pages of easy French prose.

Political Science

Geography.

In the preparation of students for the study of history, special emphasis should be placed on geography. The drawing of maps and the tracing of campaigns are very important. Both physical and political geography should receive attention. The student should be able to draw the maps usually found in school histories.

General History. 1 unit.

Thorough drill in the great events of the historic nations of the world. For Ancient History: Goodspeed's "History of the Ancient World" or West's "Ancient History" or Myers' "Ancient History." For Medieval and Modern History: Myers' "Medieval and Modern History." However, any good text-book on General History, of not less than 500 pages, will be accepted.

English History. 1-2 unit.

The student should be familiar with the leading events in English History, such as may be found in Cheney's "A Short History of England."

United States History. 1-2 unit.

The student should be familiar with the history of the United States as told in a text-book of not less than 300 pages.

Science

Physical Geography. 1-2 unit.

The entrance requirements in this subject include such elementary knowledge as may be obtained from a text-book like Tarr and McMurray's "New Physical Geography."

Physiology. 1-2 unit.

Preparation in human physiology should embrace the knowledge of the gross structure of the chief organs of the body and their functions in health, together with the general principles of personal and public hygiene. Such a book as Martin's "Human Body," Elementary Course, might be used in this course. No credit can be given for work in elementary physiology done in the grammar school grades.

Zoology. 1-2 unit.

The entrance requirements in this subject will be met by such a knowledge of animal structure and animal activities as may be obtained by the study of a manual like Jordan and Kellogg's "Animal Forms." The actual observation and study of specimens should be insisted upon.

Botany. 1-2 unit.

To meet the requirements in botany the student should know the general structure and functions of the great groups of plants, specimens of which he should study in a laboratory course. A serviceable text-book for this preparation is Bergen's "Elements of Botany."

Physics. 1-2 unit.

Entrance requirements in Physics will be met by the knowledge that may be acquired of the subject from the study of Hoadley's "Brief Course in Physics" or some book of similar grade.

Admission to Advanced Standing

Students bringing proper certificates of work done in other colleges of good standing will be given advanced credit for such work without examination, on the approval of the professor in whose department the advanced credit is sought, but at least one year's residence at the College will be required of every candidate for a baccalaureate degree. To students coming from secondary schools credit for advanced standing will be given only after examination, or the satisfactory completion of other work in the department in which credit is sought.

Schools

Instruction is given in the following Schools:

- I. LATIN LANGUAGE AND LITERATURE.
- II. GREEK LANGUAGE AND LITERATURE.
- III. ENGLISH LANGUAGE AND LITERATURE.
- IV. MODERN LANGUAGES.
 1. French Language and Literature.
 2. German Language and Literature.
 3. Spanish Language and Literature.
- V. MATHEMATICS.
 1. Solid Geometry and Trigonometry.
 2. Analytic Geometry.
 3. Differential and Integral Calculus.
- VI. APPLIED MATHEMATICS AND ASTRONOMY.
- VII. CHEMISTRY.
 1. General Chemistry.
 - (a) Inorganic Chemistry.
 - (b) Organic Chemistry.
 2. Applied Chemistry.
- VIII. BIOLOGY.
 1. General Biology.
 2. Botany.
 3. Zoölogy.
 4. Elementary Physiology.
 5. Geology.
- IX. PHYSICS.
- X. PHILOSOPHY.
 1. Psychology.
 2. Ethics.
 3. Logic.
 4. History of Philosophy.

XI. POLITICAL SCIENCE.

1. History.
2. Political Economy.
3. Constitutional Government.
4. Sociology.

XII. THE BIBLE.

XIII. EDUCATION.

XIV. LAW.

XV. MEDICINE.

1. Anatomy.
2. Physiology and Bio-Chemistry.
3. Bacteriology and Pathology.

XVI. PHYSICAL CULTURE.

I. SCHOOL OF LATIN LANGUAGE AND LITERATURE.

Professor H. McN. Poteat.

Professor Paschal.

Instructor Ferguson.

To give the student ability to read and interpret the masterpieces of Latin literature with accuracy and ease is the primary purpose of this department. This can be gained only by a thorough mastery of the inflections, general structure, and peculiar idioms of the language. Therefore these matters are the subject of constant drill, while frequent tests, both oral and written, are made of the student's ability to translate. The passages set for this purpose are often at sight, but uniform in character with the text studied in class. The examinations sometimes consist altogether of sight work.

COURSE O.—Five hours weekly.

VERGIL.—Æneid. Grammar and Composition. Designed for those students who enter conditioned on Latin. No credit is given for this course except on entrance deficiencies,

COURSE 1.—Five hours weekly. Prescribed for the B.A. degree. Admission to this class is by examination or certificate, but no student will be allowed to remain in the class if it becomes evident that he is not prepared for the work.

COMPOSITION AND GRAMMAR.—Mierow's Latin Syntax; Bradley's Arnold's Prose; Allen and Greenough's Grammar; original exercises.

LIVY.—Books I and II or XXI and XXII. Fall Term.

CICERO.—Select letters; lectures on Cicero and his times. First ten weeks of Spring Term.

HORACE.—Odes and Epodes (Moore). Second ten weeks of Spring Term.

COURSE 2.—Three hours weekly.

COMPOSITION AND GRAMMAR.—Bradley's Arnold's Prose; Allen and Greenough's Grammar; original exercises in the more difficult principles of Syntax.

TACITUS.—Germania and Agricola. Fall Term.

HORACE.—Satires and Epistles. First ten weeks of the Spring Term.

MARTIAL AND JUVENAL.—Second ten weeks of the Spring Term.

Lectures and papers on Roman Life.

COURSE 3.—Two hours weekly.

Lectures on Roman Literature, with readings.

Roman Literature of the Republic. Fall Term.

Roman Literature of the Empire. Spring Term.

COURSE 4.—Two hours weekly. Designed particularly for students who contemplate teaching.

The elements of Latin and how to present them. Syntactical analysis of one book of Cæsar's *De Bello Gallico*, one oration of Cicero, and one book of Vergil's *Æneid*. Brief résumé of Roman History and the History of Roman Literature.

COURSE 5.—Two hours weekly.

Roman Comedy and Satire.

Rapid reading of selected plays of Plautus and Terence; Roman Wit and Humor. Fall Term.

Readings from Horace, Persius, Juvenal, Petronius; the origin and development of Satire. Spring Term.

II. SCHOOL OF GREEK LANGUAGE AND LITERATURE.

Professor Royall.

Professor Paschal.

COURSE 0.—Elementary Greek. Five hours weekly. Greek Grammar and one book of Xenophon's *Anabasis*. Designed for students who have taken no Greek before matriculating. No credit is given for this course except on entrance deficiencies.

COURSE 1.—Five hours weekly. Elective.

XENOPHON.—Books 2, 3 and 4 of the *Anabasis*; exercises based upon the text recently read, and arranged with a view to thorough drill in syntax, partly without a manual and partly in the use of Bonner's or Gleason's Greek Prose Composition, references being principally in Goodwin's Greek Grammar and Liddell and Scott's Greek English Lexicon (Intermediate).

HERODOTUS.—Selections from representative stories and from the history of the Persian invasions of Greece under Darius and Xerxes.

Botsford's History of Greece.

COURSE 2.—Three hours weekly. Elective.

ATTIC ORATORS.—Four orations of Lysias; Selections from Isocrates and Demosthenes; Greek Rhetoric; Athenian Legislative Bodies and Courts; original exercises, based chiefly on Lysias.

HOMER.—Two books of the *Iliad* and two of the *Odyssey*; outline study of each poem as a whole, with use of the

abridged version of the Iliad by Lang, Leaf, and Myers, and of the Odyssey by Butcher and Lang.

LITERATURE.—Jebb's Primer of Greek Literature; Capps's "From Homer to Theocritus"; informal lectures.

COURSE 3.—Two hours weekly. Elective.

DRAMA.—One tragedy of Sophocles; selections from Æschylus, Euripides and Aristophanes; lectures on the Drama; Rhythmic and Metric.

PLATO.—Apology and Crito; selections from Phædo and other dialogues; Lectures on Greek Philosophy.

COURSE 4.—Three hours weekly. Elective.

One of the following courses:

HOMER.—Reading and critical study of the entire Iliad or Odyssey.

PLATO.—The Republic—the whole work being carefully read.

Ten plays from Æschylus, Sophocles, and Euripides.

III. SCHOOL OF MODERN LANGUAGES.

Professor Gorrell.

Instructor Hart.

Instructor J. W. Vann.

The subjects taught in this School are the German, French, and Spanish languages and literatures.

The first year course provides a thorough training in grammar and syntax and requires three or four hundred pages of reading, sufficient to enable the student to translate these languages with accuracy and ease.

By the generosity of Mrs. W. H. Wiggs, of Atlanta, the department is furnished with a full phonographic outfit for conversational French and Spanish. It has been found by experience that a mastery of the sounds reproduced by the phonograph is of great value in securing facility of utterance and accuracy of pronunciation.

OUTLINE OF COURSES FOR 1913-1914.

German

GERMAN 0.—(Counts only among requirements for admission.) Three hours a week during the year.

GRAMMAR AND COMPOSITION.—Joynes-Wesselhoeft's German Lessons Grammar. Oral and written exercises.

READING.—Hewett's German Reader. Bacon's *Im Vaterland*.

GERMAN 1.—Five hours a week during the year.

GRAMMAR AND COMPOSITION.—Joynes-Wesselhoeft's German Lessons Grammar. Bacon's German Composition.

PROSE AND VERSE.—Bacon's *Im Vaterland*. Schiller's *Wilhelm Tell*. Goethe's *Hermann und Dorothea*. Lessing's *Minna von Barnhelm*. Heine's *Harzreise*.

GERMAN 2.—Two hours a week.

COMPOSITION.—Osthaus and Biermann's German Composition.

CLASSICAL LITERATURE.—Lectures on German literature up to the New High German period, followed by extensive readings from the works of Lessing, Goethe, Schiller, and Heine.

French

FRENCH 0.—(Counts only among requirements for admission.) Three hours a week during the year.

GRAMMAR AND COMPOSITION.—Fraser & Squair's French Grammar. Oral and written exercises.

READING.—Kuhns' French Reading for Beginners.

FRENCH 1.—Three hours a week during the year.

GRAMMAR AND COMPOSITION.—Fraser and Squair's French Grammar. Written exercises and blackboard drill.

PROSE AND VERSE.—Hugo's *Les Misérables*; study of the classical drama, with readings from Corneille, Molière and Racine.

FRENCH 2.—Two hours a week.

COMPOSITION.—Frazer & Squair's French Grammar.

LITERATURE.—(1) An outline of French Literature, with the use of Kastner and Atkins' History of French Literature as text-book. (2) The study of French fiction. Extensive readings from the works of Mme. de La Fayette, Lesage, Dumas, Hugo, Balzac, Mérimée, Maupassant, Halávy, Daudet, Zola, etc.

Spanish

COURSE 1.—Three hours a week.

COMPOSITION.—Hill's and Ford's Spanish Grammar.

PROSE AND VERSE.—Ramsey's Spanish Reader; Alarcon's El Capitán Veneno; Ford's Selections from Don Quixote.

COURSE 2.—Two hours a week.

Study of Spanish literature: Cervantes, Valera, Echegaray, etc.

IV. SCHOOL OF ENGLISH.

Professor Sledd.

Associate Professor Hubbell.

Requirements for admission to this department are given on page 45.

Students admitted on certificate to Course 1, whose work is found to be seriously deficient in the elementary principles of composition,—spelling, grammar, punctuation, and paragraphing,—will be required to make up the deficiency under a tutor.

COURSE 1.—Three hours a week. Prescribed for the B.A. and the B.S. degree. *Professor Hubbell.*

LITERATURE.—The Fall Term.—Long's English Literature, Newcomer and Andrews' Twelve Centuries of English Poetry and Prose, and Bulfinch's Age of Fable. Two plays of Shakespeare. One theme a week.

RHETORIC AND COMPOSITION.—The Spring Term.—After a brief review of Buehler's Grammar, this term is given to the study of composition. Canby's English Composition serves as the basis of the classroom work; but the special emphasis of the course is laid upon practice. Two themes a week are handed in. Considerable emphasis is laid upon argumentation; and the instructor endeavors to aid the members of the class in their work in the Literary Societies.

PARALLEL READING.—This part of the course is intended to serve the double purpose of familiarizing the student with the prose masterpieces of English literature, and of illustrating the principles of composition. This work extends over both terms and involves the study of the Essay, the Short Story, and the Novel. Twenty masterpieces are read during the year; and of these the student is required to write abstracts and criticisms at the direction of the instructor.

COURSE 1a.—Elementary Argumentation. One hour a week. Elective for B.A. degree. Open to all students, but designed primarily for first and second year men.

Professor Hubbell.

The purpose of the course is to supplement the work of the College Literary Societies. The work consists largely of debates, both oral and written, with particular attention to the questions debated in the Societies; but some attention is given also to declamation, reading aloud, and preparing speeches for special occasions. Foster's Essentials of Exposition and Argument and Nichols' Intercollegiate Debates, supplemented by parallel reading, are the text-books; but the emphasis is on the writing and delivery of speeches.

COURSE 2.—Three hours a week. Prescribed for the B.A. degree. Students who apply for admission to this course will be required to stand an examination on all the subjects of Course 1.

Professor Sledd.

SHAKESPEARE.—Critical study of the Midsummer Night's Dream, Romeo and Juliet, Hamlet, Lear, Othello, Macbeth, and The Tempest. Thirteen other plays are assigned for private reading and examination. The Temple Shakespeare

is used in classroom, the Cambridge Shakespeare (Neilson) for outside reading. Macmillan's Introduction to Shakespeare. A set of Furness' Variorum Edition is accessible to students.

MILTON.—Rapid review of the Minor Poems and their mythology; careful study of the first six books of Paradise Lost, with readings from the remaining books; Samson Agonistes as a specimen of the Classical Drama in English. The Cambridge Milton. A good classical dictionary is necessary.

NINETEENTH CENTURY POETS.—Special study of Wordsworth and Tennyson.

COURSE 3.—Three hours a week. Elective to those who have completed Course 2. Some special form, or period, of literature is made the subject of extended study. The subject chosen for 1913-1914 is American Literature. Students who elect this course will be required to purchase a considerable number of books.

Professor Sledd.

GENERAL HISTORY OF AMERICAN LITERATURE.—Some brief manual, such as that of Halleck, serves as the basis of lectures, while the student is required to read regularly in the works of Barrett Wendell, Tyler, Trent, Richardson, and Stedman.

PIONEER, COLONIAL, AND REVOLUTIONARY LITERATURE.—Trent and Wells' Selections (3 vols.), assigned reading in Stedman's Library of American Literature; Macmillan's Early American Speeches and Epoch-making Papers, Woolman's Journal, Franklin's Autobiography, State Papers of Jefferson, Madison, and Hamilton.

EARLY AMERICAN POETS.—Selected from Stedman's Library of American Literature.

EARLY PROSE WRITERS.—Selections from Stedman. Special study of Irving and Cooper.

NEW ENGLAND POETS.—Bryant, Emerson, Longfellow, Whittier, Holmes, and Lowell, in Page's Chief American Poets.

NEW ENGLAND PROSE WRITERS.—Emerson, Holmes, and Thoreau. Garnett's Life of Emerson.

HAWTHORNE.—Practically all of Hawthorne. Reading in Hawthorne and His Wife, and Lives by James, Woodberry, and Conway.

POE.—Some eight weeks will be given to Poe as poet, story-writer, and critic. Reading in Lives by Woodberry, Harrison, and others.

WHITMAN.—Selections in Page's Chief American Poets, supplemented by reading in Whitman's Prose. Perry's Life of Whitman.

LITERATURE IN THE SOUTH.—Trent's Southern Writers, with special consideration of Timrod, Hayne, Simms, and Sidney Lanier. Reading in Trent's Life of Simms and Mimms's Life of Lanier.

COURSE 4.—Three hours a week. Elective to those who have completed Course 2. Students may elect either 4a or 4b. Each course continues through the year.

4a.—The general purpose of this course is to give the student a knowledge of the principles of speech-writing. The instructor endeavors to supplement the work of the Literary Societies; hence the emphasis is on the preparation and writing rather than the delivery of speeches.

Professor Hubbell.

The Fall Term.—Argumentation. Foster's Argumentation and Debating, Baker's Specimens of Argumentation, and Bouton's Lincoln and Douglas Debate are studied carefully. Many written and oral exercises are required; and a considerable amount of parallel reading is done in the speeches of Webster, Calhoun, Lincoln, Burke, and others.

The Spring Term.—After a brief study of the Oration, with Shurter's The Rhetoric of Oratory as the text, the work of this term is given to the study of the special forms of public speech other than the argument and the oration. Knapp and French's The Speech for Special Occasions and Baker's The Forms of Public Address are studied. Frequent oral and written exercises are required; and Sears's The History of Oratory and the speeches of the great orators are read as parallel.

4b.—This is essentially a course in writing. An effort is made to develop in the student a sense of style. The study of masterpieces and practice in composition go hand in hand.
Professor Sledd.

THE SHORT STORY.—The manuals of Albright, Brander Matthews, Esenwein, and Bliss Perry supply critical material. For study and practice, various collections of the short story are used, together with the current magazines.

THE ESSAY.—Bronson's English Essays, supplemented by material from English and American magazines.

COURSE 5.—Two hours a week. Elective. Open to those who have completed Course 2. Adapted especially to the needs of those who purpose becoming teachers of English.
Professor Hubbell.

OLD ENGLISH.—Bright's Anglo-Saxon Reader.

CHAUCEER.—The Globe Chaucer, Root's The Poetry of Chaucer.

HISTORY OF THE LANGUAGE.—Greenough and Kittredge's Words and Their Ways in English Speech, Jespersen's Growth and Structure of the English language.

COURSE 6.—Two hours a week. Elective to those who have Completed Course 2.
Professor Sledd.

BROWNING.—Representative dramas and poems are studied, including The Ring and the Book. The Camberwell Edition, Sharp's Life of Browning, and Stopford Brooke's The Poetry of Browning.

MATTHEW ARNOLD.—Practically the whole of Arnold's poetry and selections from his prose will be studied.

MINOR VICTORIAN POETS.—Stedman's Anthology.

V. SCHOOL OF MATHEMATICS.

Emeritus Professor Mills.

Professor Lanneau.

Professor Lake.

Associate Professor Jones.

Instructor Warlick.

COURSE 1.—Five hours weekly. Prescribed for the B.A. and the B.S. degree. To take this course the student must show that he has completed at least one year's work on Elementary Algebra and one year's work on Higher or College Algebra; and that he is familiar with the Laws of Exponents, Radical Expressions, Quadratic Equations, Progressions, and the Binominal Theorem. He must also show that he has thoroughly mastered the Five Books of Plane Geometry.

FALL TERM.—Solid Geometry, and original exercises in Plane Geometry.

SPRING TERM.—Plane and Spherical Trigonometry three hours a week. Review of College Algebra two hours a week.

TEXT-BOOKS.—Phillips and Fisher's Geometry, Gore's Trigonometry, Wentworth's College Algebra.

COURSE 2.—Three hours weekly. A satisfactory examination on the work of Course 1 must be passed before a student will be allowed to take this course.

FALL TERM.—Analytic Geometry—LocI, the Line, the Circle, Systems of Coördinates.

SPRING TERM.—Analytic Geometry continued—the Parabola, Ellipse, Hyperbola, Higher Plane Curves, Figures in Space.

TEXT-BOOK.—Wentworth's Analytic Geometry.

COURSE 3.—Two hours weekly. For entrance on this course satisfactory examinations on Courses 1 and 2 are required.

FALL TERM.—Differential Calculus.

SPRING TERM.—Integral Calculus.

TEXT-BOOK.—Osborne's Calculus.

COURSE 4.—Two hours weekly throughout the year. This course presupposes Course 1, but may be taken in conjunction with Courses 2 and 3. Special attention is given to Complex Numbers. Theory of Equations, Determinates and Infinite Series.

FALL AND SPRING TERMS.—Advanced Algebra.

TEXT-BOOK.—Hawkes' Higher Algebra.

VI. SCHOOL OF APPLIED MATHEMATICS AND ASTRONOMY.

Professor Lanneau.

The subjects taught in this School are: Land Surveying, Mechanical Drawing, Descriptive Geometry, and Astronomy.

THE OBSERVATORY.

Is well located. Its dome rotates easily. Its 5-inch telescope is unusually complete in adjusting gear, is equatorially mounted, and is moved by clockwork to synchronize with the stars. The more important attachments provided are: a Helioscope, a Filar-Position Micrometer, and a Spectroscope.

THE FIELD OUTFIT.

Includes instruments of best grade—Surveyor's Compass, with Vernier and Out-keeper; Steel Chains and Pins; Ranging Rods; Engineer's Level with 20-inch Telescope; Leveling Rods, reading to one-thousandth of a foot; Sextant and Mercurial Horizon; Surveyor's Transits, with vertical arc, stadia, latitude level, and solar attachment.

THE DRAFTING ROOM.

Is equipped with good tables with locked drawers for instruments and materials.

COURSE 1.—*Compass Surveying, Leveling, and Mechanical Drawing.*—Four hours a week in recitation and drawing, and two hours a week in field work. Counting five in the requirements for degree.

To enter this course a good knowledge of Trigonometry is required. It includes the exact adjustment of the various instruments as well as their use in the field.

The field work embraces surveys of land and dividing of land, section levelings and the finding of inaccessible heights and distances.

Special attention is given to office work—plotting the field notes, and calculating and discussing the results.

TEXT-BOOKS.—Barton's *Surveying*, Anthony's *Mechanical Drawing*.

Students purchase drawing instruments and material.

COURSE 2.—*Transit Surveying and Descriptive Geometry.*—Five hours a week in recitation and drawing, and two hours a week in field work. Counting six in the requirements for degree.

FALL TERM.—*Transit Surveying, Descriptive Geometry, Orthographic Projection Drawing.*

SPRING TERM.—*Transit Surveying, Descriptive Geometry, Drawing.*

TEXT-BOOKS.—Barton's *Surveying*, Church and Bartlett's *Descriptive Geometry*.

COURSE 3.—*Astronomy.*—Three hours a week the entire session.

To take this course requires familiarity with Mathematics, and Physics 1. It embraces, however, more of the physical than of the mathematical—more of the "New Astronomy."

The subject is developed by frequent lectures, by telescopic and outdoor observations, and by classroom illustrations with the Professor's recently designed apparatus called the Cosmoid.

The aim in this course is—by text, lecture, telescope, and Cosmoid—to acquaint the student with stellar facts and cosmic theories, and to lead him into a satisfactory and ennobling knowledge of the material universe.

TEXT-BOOK.—Young's Manual of Astronomy.

REFERENCES.—Young's General Astronomy, The Nautical Almanac, Langley's New Astronomy, Moulton's Introduction to Astronomy, Loomis's Practical Astronomy.

VII. SCHOOL OF CHEMISTRY.

Professor Brewer.

Instructor Dotson.

Instructor Rodwell.

COURSE I.—A year's course of descriptive chemistry, consisting of both classroom and laboratory work. Three hours a week for lecture and recitation, and two hours a week for laboratory work throughout the year. Prescribed for the B.A. and B.S. degrees.

LECTURES AND RECITATIONS.—These include discussion of the more common metals and nonmetals and their compounds. Fundamental principles of the science are presented as far as possible with a class taking the subject for the first time. Theory is discussed after the facts on which it rests. With this in view, a few typical elements are selected for study which are not only inherently interesting and important, but also furnish data needed in the statement of laws and theories. After this introduction, the order of study is that required by the Periodic Law. Lectures are illustrated as fully as possible by experiments. Weekly written quizzes are given.

LABORATORY.—Each student is required to have a set of apparatus and to make experiments for himself, with the aid of the manual. Instructors are always present to aid in case of necessity. In setting up his own apparatus and collecting the necessary chemicals, he becomes intimately acquainted with every detail of the experiment. A careful record of laboratory work is required. This must be made while the experiment is going on, and submitted to an instructor for examination and criticism. The time is devoted to the preparation of the elements and some of their compounds and to the determination of their properties. The last few weeks of the session are given to a brief introductory course in qualitative analysis.

COURSE 2.—A year's course in organic chemistry. Two hours a week for lecture and recitation, and four hours a week for laboratory work throughout the year. Elective, counting four in the degree courses. Course 1 is prerequisite.

LECTURES AND RECITATIONS.—These are devoted to the discussion of the hydrocarbons and their derivatives. The subject is studied from both its practical and theoretical points of view. While time is given to the consideration of the structure and relations of organic compounds, proper emphasis is also placed upon the study of the occurrence, manufacture, properties, and applications of commercial products, including such common substances as chloroform, ether, alcohol, beverages, vinegar, glycerine, nitro-glycerine, fats, soaps, sugar, starch, cellulose, guncotton, benzene, carbolic acid, aniline dyes, indigo, alkaloids, etc., etc.

LABORATORY.—For the first five months time is given to qualitative analysis. After preliminary study of the reactions involved and the methods of separation and identification of the more common metals and acids, each student is given a different series of mixtures of unknown substances and required to ascertain by analysis the content of each. The remaining four months are devoted to the preparation of organic compounds illustrating the lectures of this course.

COURSE 3.—A laboratory course in quantitative analysis. Eight hours of laboratory work per week for the year. Elective, counting four in the degree courses. Courses 1 and 2 are prerequisite.

The time is devoted to the study of standard gravimetric and volumetric methods of estimating the common bases and acids.

VIII. SCHOOL OF BIOLOGY.

Professor W. L. Poteat.

Instructor Ives.

COURSE 1.—*General Biology*.—The object of this course is to present the fundamental facts of the structure and the functions of animals and plants. It consists of a course of lectures and a laboratory course. The lectures present, among other subjects, the structure and activities of the cell, the phenomena of movement, irritability, metabolism, reproduction, heredity, the origin of living forms, together with the embryology of particular organisms. The laboratory supplies material for study, the necessary reagents, and a compound microscope for each student.

Three hours a week for lecture and recitation, and two for laboratory work throughout the session. Prescribed for the B.S. and B.A. degrees.

To be purchased by the student: Magnifier and dissecting set. Abbott's General Biology; Boyer's Elementary Biology. In the special library lodged in the building the student may consult the usual manuals and reference books.

COURSE 2.—*Botany*.—This course begins with a study of typical representatives from the several groups of Algæ. The Fungi are next taken up, and forms from the succeeding groups of plants, including the Angiosperms, are

studied. The easy gradation from the lower to the higher types is shown. Plant Physiology is studied hand-in-hand with plant morphology. A large part of the material is to be collected by the student under the direction of the Professor.

Four hours a week for lecture and laboratory work throughout the session. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this School.

To be purchased by the student: Dissecting set and magnifier; Stevens' Introduction to Botany; Coulter, Barnes and Cowles' Text-book of Botany. The laboratory is supplied with numerous books of reference.

COURSE 3.—*Zoology*.—This course is designed to give the student an idea of the animal series by studying representative types from the Protozoa to the higher Vertebrates. The study of animal activities, including observations of the regenerative process in a few forms, goes forward in connection with the study of animal structure. Material is furnished showing the cleavage stages and early development of certain forms. The student is expected to obtain, when it is possible, the living material in its native environment on excursions made under the direction of the Professor.

Four hours a week for lecture and laboratory work throughout the session. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this School.

To be purchased by the student: Dissecting set and magnifier; Hegner's College Zoölogy. Numerous books of reference may be found in the laboratory.

COURSE 4.—*Elementary Physiology*.—This course is intended to give a general knowledge of the parts and activities of the human body. The laboratory supplies a human skeleton and numerous microscopical preparations of the

various tissues which are used in demonstrations by the Professor.

Two hours a week for lecture and recitation during the fall term. Elective for the B.A. and the B.S. degrees.

Martin's Human Body (Briefer Course) is to be purchased by each student.

COURSE 5.—*Geology*.—This course begins with the study of the chief rock-forming minerals, after which are taken up the general principles of Geology. The latter part of the course deals with the records of early life. The work includes practical exercises in the field.

Two hours a week throughout the session. Elective for the B.A. and the B.S. degrees.

To be purchased by the student: Crosby's Determination of Common Minerals and Scott's Introduction to Geology.

IX. SCHOOL OF PHYSICS.

Professor Lake.

The courses of this department are as given below. The texts named are those last used and are intended to indicate the character and scope of the work in the courses; right is reserved to make changes in them whenever the best interest of the classes may demand it.

The lectures of the classroom are based upon previously assigned portions of the texts, and are supplemented by quizzes, both oral and written, and problems, worked by the classes.

Laboratory work, which accompanies each course, is done under the personal supervision of the Professor, who renders assistance only when it is needed. From the beginning stress is laid on the formation of correct experimental habits. Students are required to make orderly records of their experiments in books kept for the purpose, and these books are

regularly examined and returned to them with criticisms and suggestions.

COURSE 1.—Three hours a week for lectures and recitations, and two hours a week for laboratory work. Prescribed for the B.A. and the B.S. degrees.

The objects of this course are to furnish general culture and to prepare students for more advanced work. It embraces all the branches of General Physics—Mechanics, Heat, Electricity and Magnetism, Sound, and Light. Stress is laid upon the leading phenomena and fundamental laws and principles. Lectures are freely illustrated by experiment. The working of problems is an important part of the course. A knowledge of Mathematics 1 is required for entrance.

TEXT-BOOKS.—Wentworth and Hill's Physics (Revised), Stone's Experimental Physics.

COURSE 2.—Three hours a week for lectures and recitations and two hours a week for laboratory work. Elective, counting four in the degree courses.

This class continues the study of General Physics. The treatment is more advanced and more mathematical than in the previous course. Prerequisites for entrance are Physics 1, and Mathematics 2.

TEXT-BOOKS.—Reed and Guthe's College Physics; Jackson's Elementary Electricity and Magnetism; Sabine's Manual; Ames and Bliss's Manual.

X. SCHOOL OF PHILOSOPHY.

Professor Taylor.

COURSE 1.—Three periods a week. Required for the B.A. and the B.S. degree. Lectures supplemented by text-books. Frequent written quizzes.

- a. Psychology.
- b. Logic.
- c. Ethics.

An abstract of Hunter's History of Philosophy must be submitted by April 15th.

COURSE 2.—Metaphysics and History of Philosophy. Two periods a week. Elective for the B.A. degree.

[Text-books for 1914-'15 to be announced.]

XI. SCHOOL OF POLITICAL SCIENCE.

Professor Sikes.

The aim of the courses in History is to secure familiarity with great movements, to show the gradual evolution of civilization, and the unity of all history. The past is studied sympathetically and comparisons are made with the present.

In Political Economy the student is urged to independent thinking and thorough research. He is trained to form his own conclusions. Perfect independence of thought is encouraged. The subjects emphasized are practical, such as will probably be met in life.

As an aid to this work the Library is supplied with governmental reports, books and magazines bearing on such subjects.

Instruction is by text-books, lectures, parallel reading, quizzes, and written reports.

HISTORY.

COURSE 1.—Three hours a week. Monday, Wednesday, and Friday. Required for B.A. and LL.B. This course is a prerequisite for entrance to any other classes in Political Science.

GENERAL HISTORY.—A hasty review is made of the history of the world before taking up special periods.

BIOGRAPHY.—A representative man of various nations is studied—such as Pericles, Hannibal, Cæsar, Charlemagne, and Luther.

REFORMATION.—Renaissance, Power of the Papacy, Reformation in the different States of Europe, Leaders.

MODERN HISTORY.—Especial emphasis is placed on the French Revolution and the nineteenth century in Europe.

COURSE 2.—Two hours a week. Tuesday and Thursday. Elective for B.A. Adapted to advanced students.

HISTORY OF POLITICAL PARTIES.—Formation of Parties, History of Parties in United States.

AMERICAN POLITICAL THEORIES.—Revolution, Federalism, Democracy of Jefferson and Jackson, Theory of Slavery, Calhoun and States' Rights, Civil War and Reconstruction, Present Tendencies.

BIOGRAPHIES.—Hamilton, Jefferson, Jackson, Douglas, and others.

CONSTITUTIONAL GOVERNMENT.—Three hours a week. Monday, Wednesday, and Friday. Elective for B.A. Required for LL.B.

AMERICAN GOVERNMENT.—Local and County Government, Legislature and Legislative Procedure, Executive, Judiciary, and the organization of political parties.

POLITICAL ECONOMY.

COURSE 1.—Three hours a week. Monday, Wednesday, and Friday. Required for LL.B. Elective for B.A. and B.S. Recommended to second year students.

OUTLINES OF ECONOMICS.—A study of Economic Theory, and the General Principles of the Science, such as value, rent, wages, production and distribution. Ely: Outlines of Economics.

TRUSTS AND MONOPOLIES.—Origin, growth and influence of great combinations; their economics, dangers, and methods of regulation. Clark: The Problem of Monopolies.

AGRICULTURAL ECONOMICS.—Land, labor, size of farms, land-owning, sale of farm products, tenancy, and similar problems are examined. Carver: Problems of Rural Economics.

TRANSPORTATION.—Railway history, rates, and ownership—water transportation and electric lines.—Johnston.

INSURANCE.—Theory, Meaning of Terms, Kinds of Policies. Gephart: Principles of Insurance.

COURSE 2.—Two hours a week. Elective for B.A. Course 1 prerequisite. This course will stress certain subjects that have been treated briefly in Course 1, such as Money and Banking. Monopoly and Trusts, Tariff, Insurance, and Taxation.

SOCIOLOGY.

COURSE 1.—Two hours a week. Tuesday and Thursday. Fifth period. Elective. Recommended for Seniors, especially prospective students in law and the ministry.

TEXT-BOOKS.—Blackmar's Sociology, and Smith's Social Pathology. Reports of the United States Census, Reports of State Tax Commission, and other reports.

XII. SCHOOL OF THE BIBLE.

Professor Cullom.

Professor Royall.

The work of this School is a part of the regular work of the College, and is in no sense a theological annex. There are six courses in the School open to students.

The text of the American Revision of the English Bible is the basis of the work in the Bible classes of this department. Handbooks, maps, and the Library are used, but always with direct reference to the text itself. The work of the text-book is supplemented by informal lectures designed to broaden the view, to show the relation of the books to each other and to the contemporary history, and to leave a definite impression as to the unique character of the Bible as a history of God's revelation of Himself to man.

COURSE 1.—*The Old Testament*.—Three hours a week one year. Elective. The work of this class tries to accomplish four things during the year: (1) To get a *clear and consecutive view of Old Testament history*. In getting this, the story of the Hebrew race and of their institutions as told by themselves is followed from Abraham to Nehemiah as the main line of study; and along with this, the conditions and movements of other nations and countries are studied incidentally in so far as they have any bearing on the development and history of the Hebrews. (2) *The personality and the message of the several Hebrew prophets* are studied in their particular settings, and the particular conditions with which they had to deal are discussed freely as sidelights to this personality and message. (3) *Hebrew poetry*. This subject is studied long enough to get an insight into the purpose and point of view of the several poetical books, and a few of the poems are studied as sample expressions of universal heart experiences. (4) *The Messianic ideal*, as a fundamental conception running through all the books and linking them together into a unique whole, is followed and studied with as much thoroughness as the time at our disposal will permit.

Professor Cullom

COURSE 2.—*The New Testament*.—Two hours a week for one year. Elective. The work of this class also will be divided into four sections: (1) *Introduction*.—The political, social and religious life of the Jews for three centuries immediately preceding the Christian era will be examined with a view to preparing the student for an intelligent appreciation of New Testament conditions. (2) *The Life of Christ*.—The student is expected to acquire a consistent view at first hand of the person and teachings of Jesus as they appear in the four Gospels. (3) *The Apostolic Age*.—The beginning of Christianity as a life and as a system of teaching will be studied here as they are brought out in the Book of Acts, and in the Epistles. (4) *Exegesis of one of Paul's epistles or the study of some other great subject of fundamental interest to the New Testament student*. This section of our work is varied from year to year according to circumstances.

Professor Cullom.

COURSE 3.—*Christian History*.—Two hours a week for one year. Elective. The general purpose of this course is to take up the stream of Christian life and growth at the close of the New Testament period, trace its development through the succeeding centuries, and to leave the student in possession of the main facts as to the persons and movements that have given us our present-day Christendom.

Professor Cullom.

COURSE 4.—*Religion*.—Three hours a week for one year. Elective. This course will embrace four sections: (1) The fundamental place of religion in human life. That religion is an essential part of a normal human being is the thesis of this section of the course. (2) A candid study of the principal non-Christian religions of the world—what they are, what they have done, and their present situation and prospects. (3) The Christian thesis—what it is and to what extent it has justified its claim. (4) "The Soul's competency under God"—the controlling principle of the individual Christian and of the church in its approach to men.

Professor Cullom.

COURSE 5.—*The Hebrew Old Testament*.—Three hours a week. Elective for the B.A. degree in Group 3. The class is expected to master Harper's Elements of Hebrew, along with the Hebrew Method and Manual, and to acquire such facility in reading from the historical books of the Old Testament as to be able to use commentaries on the Hebrew text, and to begin the work of Hebrew exegesis.

Professor Cullom.

COURSE 6.—*The Greek New Testament*.—Three hours a week. Elective. The object of the course is to enable students of classic Greek to acquire a knowledge of the New Testament idiom.

TEXT-BOOKS.—Wescott and Hort's New Testament in Greek; Burton's New Testament Moods and Tenses; Robertson's Grammar of the Greek New Testament; Thayer's Lexicon.

Professor Royall.

XIII. SCHOOL OF EDUCATION.

Professor Highsmith.

In this School an effort is made to ground the student in the fundamental principles of the science of education with the purpose of giving him a sound basis for the art of teaching and school management. As far as possible concrete illustrations of the theory are worked out in actual practice so that the student may see the relation between the science and the art. To this end the history of education is studied as the evolution of thought, with special reference to the positive and the negative value of past theories and their bearing on present problems; while psychology in its application to the schoolroom is presented as the basis of all rational method.

An arrangement has been made whereby those students of Education who desire to become teachers may do practice work in the Wake Forest public schools.

COURSE 1.—Three hours a week. Elective.

SCHOOL ADMINISTRATION.—Courses of study, examinations, grading, records, incentives, ventilation, hygiene, duties of superintendents, of principals, of teachers, the school board in its executive and legislative functions, the decoration and equipment of school buildings, school law, the relation of the municipal, State and National governments to education.

TEXT-BOOKS.—Salisbury, School Management. Dutton and Snedden, Administration of Public Education in the United States. Perry, Outlines of School Administration.

COURSE 2.—Three hours a week. Elective.

EDUCATIONAL PSYCHOLOGY.—*Fall Term.* The general theory and process of mental development. The psychology of method, and the various studies and disciplines. Imitation, impulse, heredity, interest, suggestion, attention, perception, imagination, memory, conception, apperception, the feelings, the volitions, and their relations to education.

TEXT-BOOKS.—Thorndike, Principles of Teaching. Bagley, The Educative Process.

METHOD IN EDUCATION.—*Spring Term.* The principles of general method. Special methods of teaching reading, spelling, arithmetic, geography, history, grammar, and English literature in the common school.

TEXT-BOOKS.—McMurry, Elements of General Method. Bender, The Teacher at Work. Strayer, A Brief Course in the Teaching Process.

COURSE 3.—Two hours a week. Elective.

THE HISTORY OF EDUCATION.—Primitive and Oriental education. Greek and Roman education. Early Christian education and its bearing on thought and activity. The Great Teacher and the Christian Fathers. Monasticism. Mysticism and Chivalry. Scholasticism and the Rise of Universities. The Renaissance and Humanism. The Reformation and education. Realism in education as typified by Erasmus, Milton, Montaigne, Bacon, and Comenius. Rousseau and the naturalistic tendency in education. Pestalozzi, Froebel, Herbart, and the psychological tendency. Herbert Spencer, Huxley, and the scientific tendency. The sociological tendency. The present eclectic tendency.

TEXT-BOOKS.—Monroe, Text-book in the History of Education. Dexter, History of Education in the United States.

PARALLEL READING.—Rousseau, Emile. Froebel, Education of Man. Painter, Great Pedagogical Essays.

COURSE 4.—Two hours a week. Elective.

CHILD STUDY.—A course on the physical and mental development of children. It is designed to present the facts, so far as they have been scientifically ascertained, concerning the nature and development of the mind during childhood and adolescence, with special reference to the meaning of these facts to the teacher.

TEXT-BOOKS.—Kirkpatrick, Fundamentals of Child Study. O'Shea, Social Development and Education.

(This course may be taken with profit as preparatory work to Education 2, and also to Philosophy, Course 1.)

COURSE 5.—Two hours a week. Elective. (Open only to Seniors and Graduate Students.)

PHILOSOPHY OF EDUCATION.—The purpose of this course is an examination of the philosophical, historical, ethical, and psychological principles which underlie a scientific theory of education. The course embraces such topics as follow: The meaning and aim of education; evolution and idealism as bases of education; personality and environment; the individual and society; the principles of moral instruction; democracy and education; the function of the school as a social institution; the course of personal development; the course of study.

TEXT-BOOKS.—Horne, *Philosophy of Education*. Bolton, *Principles of Education*. Monographs on educational topics.

COURSE 6.—One hour a week. Elective.

SUNDAY SCHOOL METHOD AND ADMINISTRATION.—The Sunday School is the chief agent of the church in the performance of its teaching function. The aim of this course is to train men for leadership in administering the affairs of the modern Sunday School. The course of study is that indicated by the Sunday School Board of the Southern Baptist Convention.

XIV. SCHOOL OF LAW.

WILLIAM L. POTEAT, M.A., LL.D., *President*.

WALTER SIKES, M.A., Ph.D., *Professor of Political Science*.

NEEDHAM Y. GULLEY, M.A., *Professor of Law, and Dean of the Department*.

EDGAR W. TIMBERLAKE, B.A., LL.B., *Professor of Law*.

ADMISSION.

The marked tendency of the age is toward thorough equipment for every profession. This is especially true in the Law. Therefore every young man intending to study law should take as thorough and complete a collegiate course as his circumstances will allow. No lawyer can succeed who

can not write and speak correctly, and is not familiar with elementary mathematics.

Admission to Advanced Standing.—Applicants for admission to advanced standing as members of the second-year class must meet the educational requirements specified for admission to the first-year class, and must pass satisfactory examinations on all the law work of the first year. Those having license to practice law or coming from other law schools of approved standing will be admitted without examination.

Admission as Special Students.—Applicants may, in the discretion of the Faculty, be admitted to the Law School as special students, and may elect such work as they desire, subject to the permission of the professors whose subjects are selected, but they shall not be candidates for a degree.

COURSES OF INSTRUCTION.

The courses of instruction extend through three years of nine months each. The object of the Law School is to afford a thorough training in the fundamental principles of the common law of England as modified by the statutes of the State. The method of instruction involves the diligent study of text-books, selected cases, lectures, discussions, and quizzes.

FIRST YEAR.

COURSE I.—Five hours a week. *Professor Gulley.*

Fall Term.—Blackstone's Commentaries (Lewis), including Domestic Relations, Personal Property, Wills, Executors and Administrators, selected cases.

Spring Term.—Criminal Law, Bigelow on Bills, Notes and Cheques, Tiffany on Sales, Cooley's Constitutional Law, Connor and Cheshire on Constitution of North Carolina, selected cases.

COURSE 2.—Five hours a week. *Professor Timberlake.*

Fall Term.—Clark on Contracts, Huffcutt on Agency, selected cases.

Spring Term.—Bigelow on Torts, Hale on Bailments and Carriers, selected cases.

SECOND YEAR.

COURSE 3.—Five hours a week. *Professor Gulley.*

Fall Term.—Adams' and Bispham's Equity, selected cases. Common Law and Equity Pleading.

Spring Term.—The Code of Civil Procedure, Jones on Evidence, selected cases.

COURSE 4.—Five hours a week. *Professor Timberlake.*

Fall Term.—Hopkins on Real Property, selected cases.

Spring Term.—Clark on Corporations, Municipal Corporations, Gilmore on Partnership, selected cases.

THIRD YEAR.

COURSE 5.—Five hours a week. *Professor Gulley.*

Fall Term.—Clark's Criminal Procedure, Bryant on Code Pleading, Long on Federal Procedure, selected cases.

Spring Term.—Childs on Guaranty and Suretyship, Remington on Bankruptcy, Conveyancing, Liens, Sedgwick on Damages, Conduct of Lawsuit, selected cases.

COURSE 6.—Five hours a week. *Professor Timberlake.*

Fall Term.—Minor on Conflict of Laws, Wilson on International Law, selected cases.

Spring Term.—Hughes on Admiralty, Howe's Civil Law, Insurance, Tiffany on Banking, Sharswood's Legal Ethics, selected cases.

EXAMINATIONS.

Thorough written examinations are held when a subject is completed, and at the end of the term an examination is given on the whole work of the term.

DEGREE OF BACHELOR OF LAWS.

The degree of Bachelor of Laws (LL.B) is conferred by the College on applicants who have successfully completed the whole work of the School of Law, together with History, Course 1, Political Economy, Course 1, Constitutional Government, and English, Course 1. Candidates for this degree are required to prepare a thesis on some subject selected by the professor. No student is allowed to graduate except after three years of actual resident study, except in case of admission to advanced standing.

PRACTICE COURTS.

Practice courts are held on Saturday night. All students are required to attend and take part in the work. The purpose of these courts is to familiarize the students with all the details of actions, both civil and criminal, from the issuing of process to final judgment.

THE LIBRARY.

In a room adjoining the lecture room is the law library. This is open every afternoon to enable students to consult the various authorities on subjects under consideration.

EXPENSES.

Students in the Law School pay the same tuition and fees as other college students and are entitled to the same privileges, and they may, without extra charge, take work in other college classes.

SUMMER SCHOOL OF LAW.

The Summer School of Law begins on the eight day of June, and continues till the Supreme Court examination.

The subjects taught and the mode of instruction are, as nearly as practicable, the same as those for the first year of the regular College session. Special attention is given to preparing young men for examination on the course prescribed by the Supreme Court of North Carolina.

Students completing all courses of the Summer School may be credited with five hours on the B.A. degree.

The fee for admission to all courses in the Summer School is twenty dollars, payable in advance.

Further information may be had by application to Professor Gulley.

XV. SCHOOL OF MEDICINE.

WILLIAM L. POTEAT, LL.D., *President.*

JOHN BREWER POWERS, M.A., M.D., *Professor of Bacteriology and Pathology.*

WILLIAM TURNER CARSTARPHEN, B.A., M.D., *Professor of Physiology.*

WILBUR C. SMITH, M.D., *Professor of Anatomy.*

CHARLES E. BREWER, Ph.D., *Professor of Chemistry.*

JAMES L. LAKE, M.A., *Professor of Physics.*

JUDSON D. IVES, M.A., *Instructor in Biology.*

ELIAS D. JOHNSON, *Instructor in Chemistry.*

CLYDE E. RODWELL, *Instructor in Chemistry.*

INTRODUCTORY STATEMENT.

Realizing the need of economy in time and money on the part of students who contemplate the study of Medicine, Wake Forest College, in compliance with a constant and increasing demand, established the School of Medicine in May, 1902. The eight years of work required for the baccalaureate and the medical degree is frequently too severe a tax on the nervous and the financial capital of deserving students; and of late years many remedies have been suggested. The suggestion which has received the strongest support and which this School adopts is to combine academic and medical training in such a way as to preserve the advantages of each, and at the same time make it possible for students to graduate with the baccalaureate degree and the

medical degree in six years. This suggestion was first made practical by several of the larger universities, and the work of this school is organized according to this plan. Two years' time and expense are thus saved.

REQUIREMENTS FOR ADMISSION.

The requirements for admission to the College are set out at page 43.

No student is admitted to any of the classes of the School of Medicine until he has completed two years' work in college classes or its equivalent. See prescribed course for Bachelor of Science, page 99.

AIM AND SCOPE OF THE SCHOOL OF MEDICINE.

This School undertakes to teach only those branches of medicine which can be taught as thoroughly in the small village as in the large city, namely, the laboratory studies in medicine, which form the pure science foundation of the professional course. These studies are Anatomy, Physiology, Biology, Chemistry, Physics, Pharmacology and Toxicology, Histology, Bacteriology, and Pathology. This work has been made much easier by the advances in the manufacture of apparatus and in the methods of preserving material, and is simply an extension, in a special direction, of scientific work which the College has done for years. Introductory courses are given in Physical Diagnosis, Medicine, Obstetrics, and Surgery.

RECOGNITION OF THE WORK OF THE SCHOOL OF MEDICINE.

Certificates of recommendation for advanced standing in medical colleges are given to those students only who have completed this two-year medical course and either the Bachelor of Science or the Bachelor of Arts course. The students who have completed the courses of this School are

admitted to advanced standing without examination in all the medical colleges which admit to advanced standing.

Membership in the Association of American Medical Colleges and admission to the list of "registered" medical schools issued by the Regents of the University of the State of New York, insure to our students the same recognition accorded to students from any other college.

EQUIPMENT OF THE SCHOOL OF MEDICINE.

The School of Medicine is well equipped with suitable laboratories, apparatus, and material. The Alumni Building, constructed especially for laboratory purposes, is 65 by 80 feet, and three stories high. In it are the Anatomical, Physiological, Histological, Bacteriological, Pathological, and Biological laboratories. Besides these there are private laboratories for the professors. Laboratory work in Pharmacology is provided for in Lea Laboratory. The equipment of these laboratories, both in apparatus and in material, is adequate.

EXPENSES.

Students of the School of Medicine pay the same tuition and general college fees as other students and are entitled to the same privileges, and they may, without extra charge, take work in other departments.

DEPARTMENT OF ANATOMY.

Professor Smith.

Assistant H. M. Vann.

Assistant W. P. Mull.

The anatomical laboratory is located on the third floor of the Alumni Building and is adequately equipped with charts, casts, skeletons, separately mounted bones and joints.

For the course in osteology, which covers three weeks, all members of the first-year class are provided with a skeleton, for the study of the individual bones. The remainder of the

session is devoted to dissecting at least three parts of the body.

The second-year class dissects twenty-one hours a week and completes the work in Anatomy at the end of the first term. To be discontinued after session 1914-'15.

FIRST YEAR—ANATOMY.

COURSE 1.—*Osteology Laboratory*.—Sixteen hours a week for the first three weeks of the session. All the bones of the body are carefully studied in detail.

COURSE 2.—*Gross Anatomy*, laboratory, dissection of the entire body, twenty-one hours a week, with recitations throughout the session.

COURSE 3.—*Embryology*.—Microscopical six hours a week throughout the session. This consists of a preliminary study of the general process of development in the vertebrates, the early development of the chick and the developing organs of the pig. Four weeks of this time will be taken up on technique; the student will be required to incubate the chick, stain, cut, and mount serially.

Dr. Wilbur C. Smith and Mr. W. P. Mull.

SECOND YEAR—GROSS ANATOMY.

COURSE 1.—*Microscopical and Gross Anatomy* of the central nervous system and sympathetic system. Fifteen hours a week for the first three weeks of the session.

COURSE 2.—*Laboratory*, dissection of the extremities, and review of the entire body by means of cross-section. Twenty-one hours a week, with recitations for the Fall Term. (To be discontinued after session 1914-'15.)

COURSE 3.—*Neurology and Anatomy of the Special Sense Organs*.—Gross and microscopic. Laboratory twenty-one hours a week for the last six weeks of the Spring Term.

Dr. Wilbur C. Smith and Mr. H. M. Vann.

ELECTIVE WORK.

Special injections for dissections and facilities for research in embryology will be provided for students wishing to do advanced work in anatomy.

Dr. Wilbur C. Smith.

TEXT-BOOKS.—Cunningham; Cunningham dissectors. Reference: Piersol, Morris and Quain, Embryology Minot.

DEPARTMENT OF PHYSIOLOGY AND BIO-CHEMISTRY.

Professor Carstarphen.

Assistant Gyles.

The course in Physiology extends over the first two years of medicine. During the first year, the work includes the study of living matter, the chemic composition of the human body, and the reaction of living tissues to external agents. The main object in this study is to familiarize the student with the experimental method in physiological research. The student is taught the elementary physiology of muscle and nerve tissue, as demonstrated on the frog or turtle, in preparation for the practical work of the second year.

During the second year, the principles of Physiology are studied theoretically and practically. Experimental work in the laboratory is given prominence in order that the student may be trained in accurate observation and be brought into close practical relation with the subject. Occasion is taken from time to time to make references to the application of physiology in medical and surgical practice.

A new laboratory, well equipped for the performance of the work, is now open to those who take the course. This department occupies a part of the third floor of the medical building, including the physiological laboratories, lecture rooms and private laboratories, also a large chemical laboratory in the chemical building.

FIRST YEAR.

COURSE 1.—*Physiology*.—One hour of lecture, quiz, or laboratory per week throughout the first year.

The first few lectures are devoted to a review of those principles of electricity which are of importance to the medical student. The physiology of muscle and nerve as outlined in the practical text-books will be followed, with introductory lectures leading up to and through the physiology of digestion.

Professors Carstarphen and Lake.

SECOND YEAR.

COURSE 2.—*Advanced Physiology*.—Three hours of lecture and four hours of laboratory per week throughout the year.

The work consists of lectures and recitations, accompanied by demonstrations before the class, of experiments illustrating the important principles of Physiology. The subjects taken up include the physiology of blood and lymph, of the organs of circulation, of respiration, digestion, and secretion, and, in the spring term, heat production and regulation, the physiology of the central nervous system, and finally the anatomy and physiology of the organs of special sense.

Four hours per week of experimental laboratory work are given throughout the course. This laboratory course consists of the performance of all the important fundamental experiments in Physiology. Opportunities are afforded for physiological research. The class works in groups of three or four, each group being supplied with a kymograph, inductorium and other apparatus necessary for the work. Each student is required to preserve a record of his experiments and observations in a note book which is examined and criticized weekly, and constitutes part of the work on which his grade is based. A final examination is held when the subject is completed. The examination is written and practical.

Professor Carstarphen.

COURSE 3.—*Bio-chemistry*.—Two hours of lecture or recitation, and four hours of laboratory per week for the spring term.

The lectures are devoted to a discussion of the chemistry of protein, fats, and carbohydrates, and the chemistry of fer-

ments and digestion, of blood and urine, tissues and secretions, and the end products of metabolism. Especial attention is given to the quantitative analysis of milk and urine. The blood and gastric juice are taken up quite fully. Many of those physiological processes that can be closely imitated outside of the body, such as the action of enzymes, salivary, pancreatic, and gastric digestion are studied thoroughly.

TEXT-BOOKS.—*Physiology*, Howell; *Bio-Chemistry*, Hawkes; *Reference*, Tigerstedt, Kirke, Lyle, Starling, Long, Holland; *Organic Chemistry*, Remsen, Orndorff's Laboratory Manual.

Professor Carstarphen.

COURSE 4.—*Organic Chemistry*.—Two hours a week for lecture and recitation and four hours a week for laboratory work throughout the college year. The lectures are devoted to the discussion of the compounds of carbon. The laboratory exercises are occupied with the study of qualitative analysis and the preparation of organic compounds. Proper emphasis is given to compounds and methods of special interest to students of medicine. For further details see page 70.

Professor Brewer.

DEPARTMENT OF PATHOLOGY.

Professor Powers.

Assistant Hipps.

COURSE 1.—*Histology*.—This fundamental branch of Microscopy is necessarily a part of the first year's Medical Course. Two lectures, fifty minutes each, and four hours laboratory work per week are devoted to its study throughout the first year. In addition, the laboratory is always open to those who wish to devote extra time to this work. The laboratory is adequately supplied with apparatus. Each student is provided with a locker, compound microscope, and complete outfit, for which he is held responsible. The object of the course is thoroughly to familiarize the student with the method of study and appearance of normal tissue. The course is divided into Histology proper, or a study of the tissue elements; Organology, a study of the structure of organs; and lastly, Special Senses and Nervous System. Both written and practical examinations are held during the course.

TEXT-BOOK.—Bailey's Histology.

REFERENCE BOOKS.—Böhm, Davidoff and Huber; Stöhr, edited by Lewis and Stöhr; Anatomy of Brain, by Whitehead; Nervous System of Morris' Human Anatomy, by Hardesty.

Professor Powers.

COURSE 2.—*Bacteriology*.—Three lectures, fifty minutes each, and eight hours laboratory work per week during the first term of the second year of the Medical Course are devoted to this study. The laboratory is open at all hours to the class, and the students are required to make daily observations and keep record of the cultural characteristics of the bacteria. Each student is provided with a locker, a compound microscope, and material necessary for the study of bacteria. The course consists of (a) lectures and recitations on the history of Bacteriology, Biology of Bacteria, Infection and Immunity. (b) Lectures, recitations and laboratory demonstrations on Sterilization, Disinfection, Preparation of Culture Media, Methods of Studying Bacteria, and the bacteriological examination of water, soil and air. About forty bacteria, comprising all the important pathogenic species, are studied, and the student is required to keep a daily record of his work. At the end of the course written and practical examinations are held.

TEXT-BOOK.—McFarland's Text-book of Pathogenic Bacteria.

REFERENCE BOOKS.—Abbott, Lehmann and Newmann, Bacteriology; Immune Serum, Wasserman; Modern Theories of Bacterial Immunity, Ernst; General Bacteriology, Jordan.

Professor Powers.

COURSE 3.—*Pathology*.—Three lectures, fifty minutes each, and eight hours laboratory work per week during the second term of the second year of the Medical Course are devoted to this study. The laboratory is open at all times, and students wishing to devote extra time to this work may do so. The laboratory is adequately supplied with apparatus and pathological tissues. Each student is provided with a locker, compound microscope, and material for staining and mounting. At the end of the session each student possesses from 175 to 200 permanent tissue mounts, showing the various stages of the pathological processes. The course consists of: (a) Lec-

tures and recitations on autopsies. (b) Lectures and demonstrations on pathological technique. (c) General Pathology. (d) Special Pathology. The student is required to stand both written and practical examinations at the end of the session.

TEXT-BOOK.—Text-book of Pathology, Delafield and Prudden.

REFERENCE BOOKS.—Principles of Pathology, Adami; General Pathology and Special Pathology, Ziegler; Manual of Pathology, Coplin; Text-book of Pathology, Steugel; Allbut's System of Medicine; Modern Medicine, Osler; Pathological Technique, Mallory and Wright.

Professor Powers.

DEPARTMENT OF PHARMACOLOGY AND TOXICOLOGY.

Professor Smith.

Professor Carstarphen.

Elementary courses in Pharmacology and Toxicology are offered in this Department. Previous training in Physiologic Chemistry and Physiology is required.

COURSE 1.—(a) *Pharmacology*.—Lectures one hour per week and laboratory six hours per week during the Spring Term. Chemistry, action and therapeutic uses of the chief medicinal drugs. Practice in prescription writing.

Professor Smith.

(b) *Toxicology*.—Lectures with demonstrations one hour per week during the Spring Term. Action of toxic drugs, diagnosis of poisoning, treatment, method of examining tissue chemically in medico-legal cases.

Professor Carstarphen.

Laboratory.—Experimental studies on the action of drugs.

Professors Carstarphen and Smith.

XVI. SCHOOL OF PHYSICAL CULTURE.

Director Crozier.

All candidates for the degree of Bachelor of Arts and Bachelor of Science will be required to take three years of Physical Culture. All candidates for the degree of Bachelor of Laws will be required to take two years of Physical Culture. Exceptions will be made from the above requirements: (1) In case of students who present certificates of work done in other institutions of like standing with Wake Forrest College. (2) In case of students whose total time of residence in Wake Forest College is less than the requirements stated above.

Until the senior year of his college course every student not excused by the Faculty on the advice of the Medical Examiner, must register for work in Physical Culture. In case of five unexcused absences, the student's father or guardian will be notified; in case of eight unexcused absences, the student will be debarred from representing the College in any public function; in case of eleven unexcused absences, he will be liable to suspension from College.

Within two weeks after the opening of every session every student will be required to present himself to the College Physicians for medical examination, and report of defects revealed by this examination will be made to the Dean of the College. Within two weeks after his first matriculation every student will be required to present himself to the Director of the Gymnasium for examination.

CLASSES.—Every day the 5th, 6th, and 7th periods. Students are graded as in the other schools of the College, and these grades are reckoned in making up the general average.

Degrees

The degrees conferred are Bachelor of Arts, Bachelor of Science, Master of Arts, and Bachelor of Laws. Candidates for each of these degrees must present the fourteen units of credit required for entrance *in addition to* the courses indicated below. No subject counted in the entrance credits may be counted in the courses specified for degrees. In case a subject which is prescribed for a degree is offered for entrance credit, the full number of recitations required for the degree must be made up out of the list of electives.

Bachelor of Arts

To be entitled to the degree of Bachelor of Arts the student must have met the requirements in Physical Culture (page 95) and have completed the following courses:

Prescribed

(Thirty-four hours.)

Latin I (5 hrs.)*

English I and 2 (6 hrs.)

French I (5 hrs.) or German I (5 hrs.) or Greek I.
(5 hrs.)

Mathematics I (5 hrs.)

Chemistry I (3 hrs.)

Physics I (3 hrs.)

Biology I (3 hrs.)

Philosophy I (3 hrs.)

History I (3 hrs.)

Elective

GROUP I. LETTERS.

Latin or Greek (3 hrs.)

French or German (3 hrs.)

* In case Group I (Letters) is elected, the student may make the following substitutions: Mathematics 2 for Physics 1, Greek 1 for Latin 1.

In case Group II (Civics) is elected the student may offer either French 1 or German 1 in place of Latin 1.

Twenty hours from the following groups with the restrictions noted:

Foreign Languages not more than 12 hours.

English not more than 6 hours.

Education and Bible not more than 6 hours.

Law and Political Science not more than 8 hours.

Mathematics, Applied Mathematics, and Physics not more than 8 hours.

Biology and Chemistry not more than 8 hours.

Philosophy not more than 2 hours.

GROUP 2. CIVICS.

Political Economy 1 (3 hrs.)

Government (3 hrs.)

Twenty-five hours from the following subjects, with the restrictions noted:

Political Science, not more than 6 hours.

Law, not more than 10 hours.*

Education, not more than 4 hours.

Bible, not more than 3 hours.

English, not more than 7 hours.

Applied Mathematics and Astronomy, not more than 8 hours.

Biology, not more than 4 hours.

Foreign Languages, not more than 8 hours.

GROUP 3. MINISTRY.

Bible 1 (3 hrs.)

Bible 2 (2 hrs.)

Bible 6 (3 hrs.)

Bible 4 (2 hrs.)

English, 3 hours.

Greek 2 (3 hrs.)

Language, 3 hours.

Education 2 (3 hrs.)

*May not be taken until after the Sophomore year. Law 5 and 6 not electives here.

Six hours from the following subjects:

English, 3 hours.
History 2 (2 hrs.)
Sociology (2 hrs.)
Political Economy 1 (3 hrs.)
Philosophy 2 (2 hrs.)
Zoölogy (4 hrs.)
Botany (4 hrs.)
Geology (2 hrs.)
Elementary Physiology (1 hr.)
Astronomy (3 hrs.)
Education, 3 hours.
Bible 4 (2 hrs.)
Sunday School Method and Administration (1 hr.)

GROUP 4. EDUCATION.

Education 1 (3 hrs.)
Education 2 (3 hrs.)
Education 3 (2 hrs.)
English, 3 hours.
Language, 3 hours.
Mathematics 2 (3 hrs.)
Elementary Physiology (1 hr.)

Nine hours from the following subjects:

Zoölogy (4 hrs.)
Botany (4 hrs.)
Philosophy 2 (2 hrs.)
Bible, 3 hours.
Government (3 hrs.)
Political Economy 1 (3 hrs.)
Geology (2 hrs.)
Elementary Physiology (1 hr.)
History 2 (2 hrs.)
Astronomy (3 hrs.)
English, 3 hours.
Language, 9 hours.
Sunday School Method and Administration (1 hr.)

Bachelor of Science

To be entitled to the degree of Bachelor of Science the student must have met the requirements in Physical Culture (page 95) and have completed the following courses:

Prescribed.

(Thirty-three hours.)

English 1* (3 hrs.)

German 1 (5 hrs.)

French 1† (5 hrs.)

Mathematics 1 (5 hrs.)

Chemistry 1 (3 hrs.)

Chemistry 2 (4 hrs.)

Physics 1 (3 hrs.)

Biology 1 (3 hrs.)

History 1 (3 hrs.)

Philosophy 1 (3 hrs.)

Elective.**GROUP 1. GENERAL SCIENCE.**

Language, 3 hours.

Mathematics 2 (3 hrs.)

Mathematics 3 (2 hrs.)

Political Economy 1 (3 hrs.)

Physics 2 (4 hrs.)

Zoölogy or Botany (4 hrs.)

Elementary Physiology (1 hr.)

Nine hours from the following subjects:

Chemistry 3 (2 hrs.)

Botany (4 hrs.)

Geology (2 hrs.)

Zoölogy (4 hrs.)

*Students who wish to enter off this course will be required to stand an examination on all the subjects of English 1 as given in the catalogue. They may, however, take English 2 instead of this examination.

†In Group 3 (Medicine) Latin 1 (5 hrs.) may be taken instead of French 1.

Elementary Physiology (1 hr.)
Astronomy (3 hrs.)
Applied Mathematics 1 (5 hrs.)
French 2 (2 hrs.)
German 2 (2 hrs.)
Scientific German (2 hrs.)
Bible 1 (3 hrs.)
Bible 2 (2 hrs.)
Sunday School Method and Administration (1 hr.)
Philosophy 2 (2 hrs.)
Mathematics (2 hrs.)

GROUP 2. ENGINEERING.

Mathematics 2 (3 hrs.)
Applied Mathematics 1 (5 hrs.)
Applied Mathematics 2 (5 hrs.)
Geology (2 hrs.)
Elementary Physiology (1 hr.)
Law 4 (5 hrs.)
Physics 2 (2 hrs.)
Mathematics, 2 hrs.

GROUP 3. MEDICINE.

Anatomy, 2 years (12 hrs.)
Physiology (4 hrs.)
Histology (4 hrs.)
Physiological Chemistry (2 hrs.)
Bacteriology and Pathology (6 hrs.)
Pharmacology (2 hrs.)
Surgery and Bandaging (1 hr.)
Physical Diagnosis (1 hr.)
Practice of Medicine (1 hr.)

Master of Arts

To be entitled to the degree of Master of Arts the student must have received the degree of Bachelor of Arts or Bachelor of Science and completed an additional year's

work of not less than fifteen hours a week done in residence. This work must include at least four of the following advanced courses: Latin 3 and 5, Greek 3 and 4, English, 3, 4, 5, and 6, French 2, German 2, Mathematics 2 and 3, Chemistry 2 and 3, Biology 2 and 3, Physics 2, Philosophy 2, History 2, Political Economy 2, Bible 3 and 4, Education 3, Applied Mathematics 1 and 2, Astronomy. Upon this year's work a minimum grade of 90 is required.

A study which has been taken as an elective in the Bachelor of Arts course, or the Bachelor of Science course, does not count in the required number of hours for the Master of Arts degree.

No student may receive the degree of Master of Arts in the same year in which he receives the degree of Bachelor of Arts or Bachelor of Science.

Bachelor of Laws

To be entitled to the degree of Bachelor of Laws the student must have completed the subjects named below. Studies which have been counted for the LL.B. degree will not be accepted as electives for the B.A. or the M.A. degree. Attendance in the Gymnasium is required of all candidates for the LL.B. degree three periods a week for two years.

Prescribed for Bachelor of Laws. (Forty-two hours.)

Law 1 (5 hrs.)

Law 2 (5 hrs.)

Law 3 (5 hrs.)

Law 4 (5 hrs.)

Law 5 (5 hrs.)

Law 6 (5 hrs.)

Political Economy 1 (3 hrs.)

Government (3 hrs.)

History 1 (3 hrs.)

English 1 (3 hrs.)

No student may receive the degree of Bachelor of Laws in the same year in which he receives the degree of Bachelor of Arts or Bachelor of Science.

Theses and Addresses

Except in the cases mentioned below, one thesis is required of each candidate for a degree, of not less than three thousand words, to be presented by May 1 of his Senior year. No thesis will be received later than the date specified except by special action of the Faculty and upon the payment of a fee of five dollars. The student must select the school within the scope of which he purposes to prepare his thesis, and then have the subject assigned him by the professor of that School. The subject must be reported in writing to the President on the first Wednesday in October, and may not be changed thereafter. A list of authorities consulted must be appended to the thesis. Anniversary addresses may be received as theses. Of the editor-in-chief of the *Wake Forest Student* the thesis is not required.

A second thesis of not less than three thousand words is required of candidates for the degree of Master of Arts.

On the third Monday in March the Faculty selects six members of the Senior Class as speakers for Commencement Day. Their addresses are limited to one thousand words in length. Each speaker must submit his graduating address to the President at least ten days before Commencement Day.

At the first meeting in May each of the Literary Societies may elect six of its members from the Senior Class, six of whom—three from each Society—shall deliver original addresses of not less than seven hundred nor more than one thousand words on the third Friday evening in October; the remaining six, on the second Friday evening in March. These addresses may be received in place of theses. Anniversary speakers are not eligible to these positions. All addresses must be approved by the President.

Senior Theses and Senior Addresses are to be written on

paper furnished by the College and are bound and preserved in the College Library.

On the diplomas of Bachelors of Arts and Bachelors of Science whose average grade is not less than 98 shall be inscribed the words *summa cum laude*; in case of an average grade less than 98 but not less than 95, the words *magna cum laude*; in case of an average grade less than 95 but not less than 90, the words *cum laude*.

Conditions

All "conditions" must be removed by April 4 of the Senior year.

A student who has more than thirty-eight hours of work yet to be completed, including all conditions, will not be recognized as a member of the Junior Class. A student who has more than twenty hours of work yet to be completed, including all conditions, will not be recognized as a member of the Senior Class.

Classes, Recitations, and Examinations

All students, at their first matriculation, must have their course of studies for the first and the second year approved by the Entrance Committee before they will be admitted to classes.

During their Freshman and Sophomore years, students will be allowed to take only those courses that are "prescribed" for the Bachelor of Arts and the Bachelor of Science degree. In the case of the LL.B. degree, all the courses are prescribed.

Each student is expected to take at least fifteen recitations a week. No student may take more than eighteen recitations a week except by special permission of the Faculty, and upon the payment of \$2 in advance for each additional

recitation. Credit on work above eighteen recitations is not given unless both these conditions are met. Failure to make an average monthly grade of 90 on each subject will debar the student from this privilege.

All unexcused absences are marked zero. Students absent as many as three times in any calendar month from any class are required to stand in a body a special examination, limited to one hour, on the whole ground covered by the class during that month. Failure to stand any of these examinations will prevent the student from passing on the subject involved. In case a student is absent from any class more than three times in any calendar month, the fact is reported to the Dean, who may communicate it to the parent or the guardian of the student.

Students who make an average of less than 70 on either term's work in subjects which continue throughout the session are not allowed to make up the deficiency by averaging this grade with the other term's work.

No student is allowed to represent the College in any public function, or as editor of any of the College periodicals, whose daily grade in any class is below 75, or whose unexcused absences from Chapel or Gymnasium exceed 8, or who, in case of attendance during a previous term, has not completed without conditions at least 12 hours of that term's work.

Students who fail on examination may be examined at the next regular examination on the same part of the course, or, when the reason therefor is sufficient, a student may be granted an examination at a special time; but to obtain credit for the daily grade already made, the student must complete the work by the time of the next regular examination on the same part of the course. If he fails to do this he must do the daily work of the class again.

Special examinations are granted only on permission of

the Faculty and the payment of a fee of two dollars and fifty cents. This fee will be remitted, first, in case of students who present a physician's certificate of illness; second, in case of conflict with other college duties.

Except in the Schools of Law and Medicine, classes are examined only at the times designated by the Faculty. (See Schedule, page 127.)

During examination no student, without permission from the instructor in charge, is allowed to sit at the same table with a member of his class, to consult any book or document, or to have communication with any person except the instructor. Examination papers are accompanied by a written pledge that no aid has been given or received.

To be entitled to a Certificate of Proficiency the student must obtain a grade of at least 75 on each study.

A course taken *in absentia* receives one-half the credit of the same course taken in residence. Students taking work *in absentia* are charged a fee of \$3.00 a term for each course taken.

Reports

At the end of the first and third quarters reports upon progress in studies are sent to parents or guardians. These quarterly reports are not intended to indicate the precise grade of scholarship of students.

At the end of each term a report is sent to the parent or guardian of the student, showing his precise grade of scholarship and the total number of his absences from recitations and religious exercises.

The reports are designed to maintain communication with parents and guardians, to elicit their counsel and encouragement, and thus bring to bear practically and directly upon every student the influence of home. Prompt attention, therefore, it is hoped, will be given to the suggestions contained in these reports.

Discipline

The discipline of the College is adapted and intended, not for boys, but for young men who have attained to such maturity as enables them to exercise self-control. All students are expected to be faithful in work, prompt and regular in attendance upon all their college duties, and, in their relations with their instructors and fellow-students, to cultivate those amenities which are universally recognized among gentlemen. Profanity, gambling in all its forms, and the use of intoxicating drinks will not be tolerated. Sport or exercise likely to annoy persons or injure property is forbidden.

Students wishing to go farther than four miles from the College must obtain permission from the Dean of the College or his representative.

A student not in good standing is debarred from representing the College in any public function.

Every effort is made to develop in students the principles of manliness and the sentiments of self-respect. To this end they are trusted and treated as gentlemen.

Young men who will not respond to this open and generous *regime*, who have formed vicious habits, or who can not restrain themselves from mischief and from annoyance to their fellow-students, will not be tolerated in the institution.

Literary Societies

There are two Literary Societies—the Philomathesian and the Euzelian. Each Society holds two meetings a week—one on Friday night for debate, the other on Saturday morning for exercises in composition and speaking and for the transaction of general business. In all these exercises the members are required to participate. The Faculty regards the Societies as important aids in the work of education and in the preservation of wholesome sentiments among the students. It would be difficult to overestimate their importance

in imparting a knowledge of parliamentary law, in cultivating and directing the taste for reading, and in the formation of correct habits of public speaking. Any student, after the fourteenth day from the date of his registration, on obtaining written permission of the President, may connect himself with either of these Societies, provided its membership shall be less than three-fifths of the aggregate membership of both of them.

Students are required to join one of the Societies within two months after registration, unless excused by the Faculty.

Any student expelled from either Society is dismissed from the College.

The exceptional excellence and value of these two Societies are believed to be due, in part, to the fact that no other secret societies of any kind are allowed to exist among the students. The Trustees prohibit all other secret societies in the College, including Greek letter fraternities local or national. On September 28, 1913, they reaffirmed their long-settled policy in the following resolutions:

Resolved 1. That we most emphatically express our disapproval of any clubs or social orders of any kind whatsoever, whether regularly organized or not, which segregate them from the student body.

Resolved 2. That no student shall be permitted to remain at the College who violates in letter or in spirit the above resolution.

Resolved 3. That the Faculty require of each student before matriculation a pledge to abstain from any such order or social club as indicated in the first of these resolutions.

Several Medals are offered by the Societies.

In the Philomathesian Society—

To the best orator of the Senior class.

To the best orator of the Junior class.

For the greatest improvement in oratory and debate in the Sophomore class.

For the greatest improvement in oratory and debate in the Freshman class.

In the Euzelian Society—

The Thomas Dixon, Jr., Medal, to the best orator of the Senior class.

The Thomas Dixon, Jr., Medal for the best essay. Open to all members of both Societies.

The J. L. Allen Medal, to the best debater in the Society.

For the greatest improvement in oratory and debate in the Junior class.

For the greatest improvement in oratory and debate in the Sophomore class.

For the greatest improvement in oratory and debate in the Freshman class.

Medals are offered by "The Wake Forest Student" as follows:

For the best essay.

For the best story.

The Societies celebrate their anniversary on the Friday nearest the 14th of February in each year with a joint debate in the afternoon and orations in the evening.

The Library

LOUISE P. HELMS, *Librarian.*

RICHARD F. PASCHAL, *Assistant.*

The Library contains about twenty thousand volumes. The funds available for the increase of the Library are the income from an endowment of twenty thousand dollars set apart by the Board of Trustees, and certain fines and fees.

The reading room is supplied with the more important daily and weekly papers published in North Carolina, with several dailies of national importance, and with the best American and English magazines and reviews. On the shelves are found encyclopædias, dictionaries, and other books of reference, and temporarily the literature contained by the library on subjects proposed for debate by the literary societies.

The Library contains three special collections: "The James C. Maske Collection" of the Ancient Classics, "The Skinner Library" of religious literature, and "The S. S. Alsop Collection."

Special shelves are reserved for the library of the North Carolina Baptist Historical Society. Any books, pamphlets, church records, papers, manuscripts, and other documents tending to throw light upon the history and progress of our denomination will be gladly received and carefully preserved.

During the time the College is in session the Library and reading room are open from 8:30 a. m. to 4:30 p. m., except on Saturdays, when the opening hour is 10:30 a. m.

Members of the College are, under a few necessary limitations, allowed access to the bookshelves. Students may use the books in the Library building, and have the privilege of borrowing two volumes at a time.

During the past year donations have been made to the Library by the following:

Austin Long.
Christian Literary Society for China.
Louis D. Wilson, Librarian.
Rev. J. F. Love, D.D.
Hon. Robert W. Winston.
Thomas Rane.
Chief Justice Walter Clark.
Rev. W. R. Cullom, D.D.
Laura L. Ogden Whaling.
Philomathesian and Euzeilian Literary Societies of Wake
Forest College.
W. T. Fullerton.
National Child Labor Committee.
North Carolina Bar Association.
Honorable J. Y. Joyner, State Superintendent of Public In-
struction.
Rev. A. H. Strong, D.D.
Professor H. T. Louthan.
Rev. J. N. Prestridge, D.D.
Rev. Eugene Turner.
Rev. Chas. A. Leonard.
G. L. Raymond.
President W. L. Poteat.
Raymond Weeks.
National College Equal Suffrage League.
The Carnegie Foundation.
Lake Mohonk Conference.
Slason Thompson.
Atlanta College of Physicians and Surgeons.
North Carolina Medical Society.
North Carolina Library Commission.
North Carolina Corporation Commission.
North Carolina Bar Association.
Rev. Thomas Smyth, D.D.
United States Brewers' Association.
The John P. Altgeld Memorial Association.

The Museum

The College Museum contains a considerable variety of minerals, a series of typical fossils, and specimens of the chief groups of animals, besides other interesting objects. It is, therefore, a valuable aid in the teaching of the sciences. The students and other friends of the College are asked to help in the enlargement of the collection.

Since the publication of the last catalogue the following persons have made contributions to the Museum, and to them the thanks of the College are due:

Mr. Jack Beal.

Mr. H. B. Cooley.

Mr. Posie Downs.

Mr. F. S. Hutchins.

Mr. J. D. Ives.

Mr. J. G. Lane.

Wake Forest Scientific Society

In December, 1890, certain students and professors of the College organized the Wake Forest Scientific Society. Its objects are to promote interest in the progress of science and to encourage original investigation. Those who are, or have been, members of the Faculty or students of the College are eligible to active membership. The regular meetings are held on the first Tuesday evening of each month of the session.

Wake Forest Alumni Association

The objects of this Association are to preserve and quicken the interest of its members in their Alma Mater, to secure the expression of this interest by the improvement of plant and equipment, to suggest changes in the course of study, to discuss educational problems, to record the progress of the arts and sciences, and to preserve the history and influence

of the College as illustrated in the lives of individual Alumni. Any former student of the College is eligible to membership upon the recommendation of the standing committee.

The annual meeting is held at the College on Thursday evening of Commencement week, at which time a member chosen a year before delivers an oration.

The annual address for 1913 was delivered by Dr. J. W. Lynch (class of 1888), of Athens, Ga.

The following are the officers of the Association:

President—W. C. Dowd, Charlotte, N. C.

Vice-President—W. E. Daniel, Weldon, N. C.

Secretary and Treasurer—Professor H. A. Jones, ('08), Wake Forest, N. C.

Orator—Rev. Charles L. Greaves (1897), Hawkinsville, Georgia.

The closer organization of all old students of the College is now in process under the auspices of the General Association. The following local Associations have been organized.

New York City—President, Rev. Oscar Haywood, D.D.; Secretary-Treasurer, Dr. John E. Ray.

Texas—President, Professor J. L. Kesler, Baylor University, Waco; Secretary, Dr. C. B. Williams, Southwestern Baptist Seminary, Fort Worth.

South Carolina—President, A. J. Bethea, Columbia; Secretary, William P. Etchison, Columbia.

Carteret County—Senator M. L. Davis, Beaufort; Secretary, Charles P. Bell (deceased), Morehead City.

Wake County—President, Dr. Charles Lee Smith; Vice-President, Dr. J. R. Hunter; Secretary-Treasurer, Needham B. Broughton, Jr.

Durham County—President, Superintendent Charles H. Jenkins; Secretary, Charles L. Haywood.

Forsyth County—President, Gilbert T. Stephenson; Secretary, J. I. Singletary.

Johnston County—President, Rev. J. E. Lanier; Secretary-Treasurer, Superintendent L. T. Royall.

Robeson County—President, R. C. Lawrence; Vice-President, L. R. Varser; Secretary-Treasurer, W. Lennon.

Athletics

The College encourages all manly sports. Especial emphasis is placed on outdoor sports and every student is urged to spend some part of the day in vigorous open-air exercise. For this purpose there are baseball diamonds and tennis courts. In each college year Field Day is recognized for the encouragement of track athletics. All sports and games are under the direction of the Athletic Association, a student organization. The Faculty exercises a general advisory control through its Athletics Committee.

In order to become a member, or a subordinate member, of any athletic team, the student must conform to the following regulations:

1. He must be a *bona fide* student, having at least ten units of entrance credits, and taking not less than 15 hours of work, and must have registered not later than the first Tuesday in October.

2. His unexcused absences from chapel services or gymnasium must not exceed 8 for the term; he must make an average daily grade of as much as 75 in each of his classes, and, in case of attendance during a previous term, must have completed without conditions at least 12 hours of that term's work.

3. The application must be approved by the Dean of the College.

4. Any student who has participated as a player on a college team in either football, baseball, or basketball for a

period of four years shall thereafter be ineligible for such athletic contests of the College.

5. No student shall be eligible for any athletic team who shall have played upon or been a member or substitute member of any of the professional or league teams named in classes A, B, C, and D in the publication of the American Sports Company.

An athletic team may be allowed absence from the College for periods aggregating not more than five days in any one session, not including Saturdays.

Publications

The Euzelian and Philomathesian Societies publish monthly, from October to June, inclusive, a literary magazine known as "The Wake Forest Student." It is now in its thirty-second volume, and deserves the support of the friends of the College and of the Alumni in particular. Dr. J. H. Gorrell represents the Faculty in its editorial control.

The Young Men's Christian Association publishes annually a manual for the convenience of students.

The general student body publishes a college annual, "The Howler."

The "Bulletin of Wake Forest College" is published quarterly by the Trustees.

Religious Exercises

Religious services are held each day, and all the students are required to attend them. Students who are not in their assigned seats when the bell ceases to toll for morning prayers are marked absent. From the time of entering the chapel to the time of leaving it, students are required to abstain from all irreverent behavior.

In the case of five unexcused absences, the father or guardian will be notified; in case of eight unexcused ab-

sences, the student will be debarred from representing the College in any public function; in case of thirteen unexcused absences, the student will be liable to suspension from College.

Only two excuses for absence from Chapel will be received,—sickness certified by a College physician, and business engagements allowed by the Dean in advance.

Students will be graded upon chapel attendance, and these grades will be reckoned in determining distinctions at graduation.

A well organized Baptist church, Rev. Walter N. Johnson, pastor, worships every Sunday in the College chapel and holds a prayer meeting every Wednesday evening. The students are required to be present at the whole of one service on Sunday. A new church building is in course of construction with the prospect of completion during the next session.

In connection with the church is a well equipped Sunday School largely attended by the students. Professor J. H. Gorrell is the superintendent; and among the teachers are several professors of the College who conduct Bible classes especially designed for students. A missionary society meets once each month.

An essential feature in the religious life of the College is the Young Men's Christian Association. It is the largest organization among the students—two-thirds of them being actively connected with it. The purpose of the Association is to help the students to practice the truth as they learn it, to preserve their loyalty to Christ, and to win their fellows to Him. For several years the Association has made special efforts more effectively to influence the non-ministerial students. In this it has succeeded, and now the president and other principal officers come from this section of the student body. The Association assembles immediately after supper

on Monday evenings for prayer meeting. These meetings are usually led by some student selected by the chairman of the religious meeting committee. Each year the Association sends a number of delegates to the Interstate Convention and to the Student Conference. It organizes both Bible Study Bands and Mission Study Bands. These bands, each with its leader, meet regularly once a week. The present officers are: M. H. Jones, President; G. Ferguson, Vice-President; J. M. Gatling, Recording Secretary; A. Y. Arledge, Corresponding Secretary; J. G. Booe, Treasurer; C. C. Cashwell, Chairman Devotional Committee. The Association publishes annually a manual for the convenience of students.

Ministers

There is no theological department in the College. Of the total number of students this session, seventy-nine are ministers.

In pursuance of the purpose of the North Carolina Baptist State Convention to provide an educated ministry for the churches which compose it, ministerial students receive assistance in several ways. They are not required to pay the tuition fee. Again, those who have been licensed to preach and are unable to command the means necessary to defray the cost of board, may receive aid for this purpose from the Board of Education of the Baptist State Convention, so far as the means may be at its disposal. Professor W. R. Cullom, Corresponding Secretary of the Board of Education, Wake Forest, N. C., will give all who need it information on this point.

The Professor of the Bible conducts each year a class in the study of the more prominent lines of a minister's work. The class meets once a week. Its work is not credited on the requirements for any of the college degrees, but it is believed to be of especial value to ministers, helping them

to a first-hand acquaintance with the literature of the subjects taught, while it stimulates in the student the desire to attend a theological seminary.

The Baptist State Convention, in its sixtieth session at Greenville, N. C., adopted a report on education which expressed the opinion that the highest interests of ministerial students are not served by their becoming pastors of churches, and the conviction that such an arrangement is not desirable for the churches themselves. In view of this action and of the mature opinion of the Faculty in harmony therewith, students who are preparing to preach will not be allowed to be absent on ministerial duty more than one Sunday in each month, and it is strongly advised that they shall not assume the pastoral care of churches at all during their student life in the College.

Scholarships

The Board of Trustees has established sixty-one scholarships in the academies and graded schools of North Carolina. The Faculty has adopted the following conditions upon which appointment to one of these scholarships is made:

The appointee must be a male student of the white race, of good moral character, who has made the highest grade on competitive examination conducted under the direction of the principal or other person in charge of the school entitled to the scholarship. The appointment is for one year only, but the scholar so appointed is eligible to reappointment, *provided* (1) his deportment is blameless, and (2) he has made a passing grade on each study taken the previous year, making, in the case of reappointment for a second year, a minimum average of 85 on all studies taken the first year, and, for a third year, a minimum average of 90 on the second year's work. The scholarship is not available to the same student beyond three years. In case the scholar fails of reappointment for a subsequent year, the school may make a new appointment on the conditions given above.

College Expenses

Required of all Students—

Tuition per term of five months.....	\$25.00
Matriculation fees per term*.....	14.50
Contingent fee per term†.....	2.00

Special Fees—

Chemistry fee per term.....	5.00
Biology fee per term.....	2.00
Physics fee per term.....	2.50
Histology fee per term.....	2.50
Anatomy fee per term.....	7.50
Physiology fee per term.....	5.00
Bacteriology fee per term.....	2.50
Pathology fee per term.....	2.50
Graduation fee	5.00

A student taking more than eighteen hours of work a week is charged a fee of \$2.00 a term for each hour of additional work.

No student is allowed to enter any class without the Bur-sar's certificate of registration.

The charges are due in advance, registration being conditioned upon the payment of the matriculation fees and the contingent deposit. No deduction from the charges is made except in case of protracted illness.

Ministerial students and the sons of such ministers of the Gospel as live by the ministry receive free tuition. A minister who asks for the remission of this tuition fee must present his license.

*Additional matriculation fees of \$2.00 in the fall term and \$3.00 in the spring term will be required of all students who fail to matriculate on the first day of the term.

†The contingent fee is liable for any damage to College property for which students are responsible.

Board and Lodging

Table board can be obtained in private families at \$2.50 to \$3.00 per week. Lodging can also be obtained in private families at moderate rates.

A number of students make arrangements for club-boarding. A steward, chosen by each club, buys supplies and keeps accounts. The services of a lady are secured to superintend the preparation of food and to preside at the table. The price of board is thus reduced to its actual cost, which seldom exceeds \$2.00 to \$2.75 per week.

Furnished rooms, with fuel and light, in the Dormitory building are rented at \$20.00 for the fall term and \$25.00 for the spring, payable in advance—one-half paid by each occupant.

To these college rooms the following regulations apply:

Rooms which are not engaged by written application to the Bursar by July 1st are considered vacant.

Vacant rooms will be assigned to the first applicant. When two or more students apply for the same room at the same time, the assignment will be made by lot.

Occupants of the rooms of the Dormitory who conduct themselves in such a way as to create disorder in the building and who, by unnecessary noise, interfere with the comfort of the other occupants, will be required to vacate their rooms at once.

Occupants of rooms will be held responsible for all damage done to them and all disturbance created in them, and if they do not keep the rooms in good order they will be required to vacate them.

No student shall vacate his room until he has obtained permission from the Chairman of the Building and Grounds Committee and deposited the keys with him.

No room is rented for a shorter period than to the end of a term.

Students' Aid Fund

The Students' Aid Fund, originating in a plan suggested by Mr. J. W. Denmark while a student here, has grown until it now amounts to about seventeen thousand dollars. It is being constantly augmented by contributions from generous friends as well as by the interest accruing on its loans. Hundreds of young men, many of them now filling positions of prominence and usefulness, have enjoyed its help. Not one dollar of it has ever been lost. Its purpose is to enlarge the opportunities of ambitious youth; its plan to make cash loans at five per cent interest for expenses other than tuition to worthy, non-ministerial students. During the current session fifty-two students have been aided. A larger number may receive loans next session. Prospective students are invited to correspond with the treasurer, Prof. E. W. Sikes, Wake Forest, North Carolina.

Form of Bequest

Those who wish to remember the College in their wills should employ the following form:

"I give, devise, and bequeath to the Trustees of Wake Forest College, for the endowment of said College, the sum of dollars."

Schedule of Classes

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First 8:10-9:10	Law 1 German 0 Latin 0 Mathematics 0 Political Economy 1 German 1 Bible 5	Law 1 German 1 Latin 0 Mathematics 0 French 2 Bible 2 Biology 2 and 3 Latin 4 Education 5	Law 1 German 0 Latin 0 Mathematics 0 Political Economy 1 German 1 Bible 5	Law 1 German 1 Latin 0 Mathematics 0 French 2 Bible 2 Biology 2 and 3 Latin 4 Education 5	Law 1 German 0 Latin 0 Mathematics 0 Political Economy 1 German 1 Bible 5
Second 9:10-10:10	Mathematics 1 Law 3 Greek 0 Astronomy Government Physics 1 Spanish 1 English 2	Mathematics 1 Law 3 Greek 0 Surveying 1 German 2 History 2 Biology 2 and 3 Spanish 2	Mathematics 1 Law 3 Greek 0 Astronomy Government Physics 1 Spanish 1 English 2	Mathematics 1 Law 3 Greek 0 Surveying 1 German 2 History 2 Biology 2 and 3 Spanish 2	Mathematics 1 Law 3 Greek 0 Astronomy Government Physics 1 Spanish 1 English 2
Third 10:10-11:10	Latin 1 Mathematics 1 Law 2 Law 5 Biology 1 French 1 Greek 2 Mathematics 2 Surv. 2 (Desc. Geom.) English 3	Latin 1 Mathematics 1 Law 2 Law 5 Drawing 2 Bible 6 French 1 Greek 5 Biology 5 French 1	Latin 1 Mathematics 1 Law 2 Law 5 Biology 1 French 1 Greek 2 Mathematics 2 Surv. 2 (Desc. Geom.) English 3	Latin 1 Mathematics 1 Law 2 Law 5 Drawing 1 Bible 6 Greek 3 Biology 5 French 1	Latin 1 Mathematics 1 Law 2 Law 5 Biology 1 French 1 Greek 2 Mathematics 2 Surveying 2 English 3
Fourth 11:10-12:10	Greek 1 Law 4 French 0	Greek 1 Law 4 French 2	Greek 1 Law 4 French 0	Greek 1 Law 4 French 2	Greek 1 Law 4 French 0

	Chemistry 1 History 1 Philosophy 1 Physics 1 Latin 2 English 4a English 4b Mathematics 4	Drawing 1 Chemistry 2 Sociology Latin 3 Bible 4 Biology 4 Philosophy 2	Chemistry 1 History 1 Philosophy 1 Physics 1 Latin 2 English 4a English 4b		Chemistry 1 History 1 Philosophy 1 Physics 1 Latin 2 English 4a English 4b Mathematics 4
12:10-12:30	Chapel service				
Fifth 1:30-2:30	Mathematics 1 English 1 History 1 Education 2 English 6	Mathematics 1 Political Economy 2 Education 4 English 1a Practice Surveying 2 German 2	Mathematics 1 English 1 History 1 Education 2 English 6		Mathematics 1 English 1 History 1 Education 2 English 6
Sixth 2:30-3:30	Latin 1 Law 6 Latin 0b Bible 1 Education 1 English 1	Latin 1 Law 6 Latin 0b Education 3 English 5 Practice Surv. 2 Bible 3	Latin 1 Law 6 Latin 0b Bible 1 Education 1 English 1		Latin 1 Law 6 Latin 0b Bible 1 Education 1 English 1
Lab. Work		Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1	Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1		Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1

Medicine

SECOND YEAR SCHEDULE—SPRING, 1915.

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:10	PHYS. II BIO. CHEMISTRY	PHARMACOLOGY AND TOXICOLOGY PATH.	PATH.	PATH.	PHYS. II BIO. CHEMISTRY	PRACTICE.
12:10						
1:30	PHYS. LAB.	PHAR. LAB.	PHY. II LECTURE PHAR. LAB.	PHAR. LAB.	SURGERY LECTURE PHYS. LAB.	
2:30						
4:30						

Schedule of Examinations**Fall Term**

The last two recitation periods of each class in the Fall Term will be devoted to tests on the work of the entire term.

Spring Term

May 13-19.

9 a. m.—12 m.

May 13.

2—5 p. m.

Biology 1.

French 1.

Latin 1 (3d hr. sect.).

Mathematics 1 (3 hr. sect.).

Mathematics 2.

Greek 2.

Surveying 2.

Greek 0.

Surveying 1.

German 2.

History 2.

Biology 2 and 3.

May 14.

German 0.

Latin 0.

Mathematics 0.

Political Economy 1.

German 1.

Bible 5.

Greek 0.

French 0.

Chemistry 2.

Sociology.

Latin 3.

Bible 4.

Biology 4.

Philosophy 2.

May 15.

Chemistry 1.

History 1 (4th hr. sect.).

Physics 1 (4th hr. sect.).

Philosophy 1.

Latin 2.

English 4a.

English 4b.

Mathematics 1 (5th hr. sect.)

Political Economy 2.

Education 4.

English 1a.

May 17.

Astronomy.

Government.

Physics 1 (2d hr. sect.).

Mathematics 1 (2d hr. sect.).

Spanish 1.

English 2.

French 2.

Bible 2.

Latin 4.

Education 5.

May 18.

English 1 (6th hr. sect.).

Latin 1 (5th hr. sect.).

Bible 1.

Education 1.

Bible 3.

Greek 3.

Biology 5.

May 19.

English 1 (5th hr. sect.).

History 1 (5th hr. sect.).

Education 6.

English 6.

Education 3.

English 5.

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NEW SERIES

JULY, 1914

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OF
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MIDSUMMER NUMBER

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Culture and Freedom

Baccalaureate Address by PRESIDENT WILLIAM LOUIS POTEAT, May 22, 1914.

GENTLEMEN OF THE CLASS OF 1914:—The ancestry of the Bachelor of Arts degree may be traced up through the dominance of the Greek and Roman literature of the Renaissance, the seven so-called liberal arts of Cassiodorus of the sixth century, the nine liberal arts of the old Roman, Varro, to the "liberal" education of Aristotle and Plato. The specific content of this education varied from period to period, but its controlling conception throughout its long history is directly descended from the antithesis which these Greek philosophers set up between the life of elegant leisure and contemplation appropriate to a free man and the sordid and menial life of the slave. Certain "useful" subjects, as reading and writing, bodily culture, music, and drawing, they admitted to the curriculum because of their higher value for the formation of taste, character, and intellectual refinement; but mechanical crafts and what we call professional studies, whose value was merely commercial, they held to be illiberal, as the practice of them sets a stamp on the body and restricts the outlook of the mind. "Liberal" education, on the other hand, as the name suggests, was such as tended to make its recipient a free man in body and soul and fit him for the full citizenship of a state. The "liberal arts" cultivated by the free man and philosopher were divorced from the practical activities of the world, and so it came to pass that the Bachelor of Arts of the later time passed out of college into life to discover that he had been occupied with intellectual pursuits more or less remote from the interests to which he must henceforth devote himself. The standard requirements of the Bachelor of Arts

degree were established before the scientific revolution of the last century. That revolution was without precedent in its enormous multiplication of human interests and activities, and it distinctly widened, of course, the hiatus between college and life. The Bachelor of Arts tradition, consolidated by centuries of refined conservatism, held on its way with remarkable persistence, submitting but slowly to the forcible trespass of the new subjects, which came, under the Harvard leadership, to be known as electives. But the widest range of electives has failed to close the hiatus and now bears the additional discredit of relaxing the severe and wholesome discipline of the old standards and dissipating in numerous superficialities the solid attainments for which the old degree was the universal symbol.

This is the fourth session since the Wake Forest faculty introduced a new scheme of studies organized in the hope of solving, at least in part, this pressing problem. Subjects of universal human interest, as opposed to special vocational interest, were required of all students. They occupy the first two years of the course and are supposed to recognize with due respect the honorable Bachelor of Arts tradition. Among the other subjects, legitimate and numerous as they were, choice was allowed, but the choice was controlled and directed into channels which pass without interruption into the student's life career. These subjects, occupying the last two years of the course, were assembled into seven groups, each of which, without loss of culture value, is characterized by its relation to some leading vocation. It is among these groups that the student makes his choice, not indiscriminately among many unrelated subjects.

The Class of 1914 is the first whose studies have been wholly ordered under this scheme. Permit me to raise the question whether the new curriculum, judged by its product, is entitled to be called "liberal." Has the truth so

known, while serving to connect your training with your task, done for you the supreme service of making you free? For of what avail is any amplitude of training, if your task is a servitude? What matters dexterity of hand or nimbleness of mind, if either wears a chain?

Of those great gifts of life—Knowledge, Beauty, Freedom—the greatest is Freedom. Knowledge may be wide as Nature and deep as the soul of man, but if it be not free, free to speak, free to serve, what doth it profit? And Beauty which is not free to run out into line and tint and tone is a vain abstraction. Even life itself, whose first demand is that it be full—filled out to its proper sphere on every radius of capacity, life will fail of fulfilment unless it be free. And culture, which is the enhancement of life, the moulding of life to all excellencies, is no culture, if it be not liberal, that is to say, emancipating.

Blackstone will tell you that natural liberty consists in acting as one thinks fit without any restraint or control except by the law of nature, but that every man, when he enters society, gives up a part of his liberty. Civil liberty, accordingly, is natural liberty so far restrained by human laws, and no farther, as is expedient for the public advantage. Where there is no law, he continues, there is no freedom. A famous annotator adds, "The liberty of doing everything which a man's passions urge him to attempt, or his strength enables him to effect, is savage ferocity; it is the liberty of a tiger, and not the liberty of a man." For the present purpose we may agree that freedom is self-determination in harmony with the laws of life, the inner mind consenting to the outer ordinance. And so a free man is one who, in a real sense, is master of his own thought and action, but who, nevertheless, is under the restraint of his social and divine relations; and he will be the last to

challenge the dictum of Burke, that liberty must be limited in order to be possessed.

According to this standard, do you adjudge yourselves to be free men to-day? I do not ask whether you count graduation day as emancipation day. I am concerned, rather, with the results of your four years campaign here in quest of freedom. As you canvass the records to-day, do you find the memorials of an enlarging self-mastery, of a progressive emancipation? Have the Wake Forest curriculum, atmosphere, and fellowships proved efficient in breaking the chains of any slavery with which you came here, in dissolving any alien usurpations in your life?

An emancipating culture will advertise and justify itself in all the sections of our nature. Body culture should issue in physiological freedom; mind culture, in intellectual freedom; conscience culture, in moral freedom; soul culture, in spiritual freedom.

Physiological freedom. The educated man of the twentieth century is not anaemic, languishing in a washed-out, wan vitality. He is a better animal at graduation than at matriculation. His physical culture has corrected the defects of development, made weakness strong, deepened the red of the blood, accumulated a surplus of nervous energy, and sends him out of college with a health and vigor which are the token of the law of liberty written in his members—the liberty to function without perversion or excess. He has realized the truth of Rousseau's paradox, "the weaker the body the more it commands; the stronger the body, the better it obeys," and with Rabbi Ben Ezra he cries:

All good things

Are ours, nor soul helps flesh more, now, than flesh helps soul. .

Intellectual freedom. The greatest of the old Greeks said that the slave is one who in his actions does not express

his own ideas, but those of some other man. In so far as you are phonographs speaking out of you only what is spoken into you, if you are not voices, but echoes, if your beliefs in any realm whatsoever are still traditional and not personal, if you are still capable of subscribing discreetly to propositions which you have not taken the trouble to understand,—your culture is so far defective, and an inscribed bit of skin can not hide the marks of your slavery. If you are your own master, you will have your own view.

Moral freedom. There can be no virtue except in the atmosphere of freedom. Morality has been defined as free obedience to a self-imposed law. We are bound indissolubly to our past, but we are not bound hopelessly by it. The dreadful facts of our entanglement in matter are elements in the epic of our self-deliverance, but our deliverance is not fully achieved until we are free, not only from the shackles of our lower nature, but also from the prescriptions of an external legislation, and we do right not according to precedent or command, but as the free expression of an inward preference.

Spiritual freedom is the sum and pledge of all other freedoms. A culture which leaves the soul in bondage is partial and insecure. It cannot so much as guarantee its triumphs in the lower ranges of our nature. And strange as it may appear, in this region the yoke is the symbol of our liberation. The denial of self becomes the largest affirmation of self. It is the higher self which denies the lower. Against the usurping self the real self publishes its declaration of independence. You lose your life to find it; lose it to an overmastering ideal, and recover it transfigured by that ideal; lose it to a heroic cause, and recover it invested with the heroism which it sought to promote; lose it to a great and noble friendship, and recover it your very own, but

participating in the greatness and nobleness of your infinite Friend. Make yours the prayer of the Indian poet-philosopher, "Let only that little of my fetters be left whereby I am bound with thy will, and thy purpose is carried out in my life—and that is the fetter of thy love." For if the Son shall make you free, you shall be free indeed.

The Wake Forest Law School

Address of DEAN NEEDHAM Y. GULLEY on the occasion of the Recognition of the 20th Anniversary of the opening of the Wake Forest School of Law, May 21, 1914.

I feel great embarrassment in attempting to speak of the Wake Forest Law School from the simple fact that the school has been so large a part of me during its existence that I cannot talk about it without referring to myself, and in addition to its being usually considered in bad taste, I have observed that few people enjoy hearing me talk at all, and fewer still enjoy hearing me talk about myself.

Origin.

Wake Forest College was founded by, and still is the property of, the Baptists of North Carolina. While it was the intention and expectation of its founders that it should be of great value to the denomination, it was never their desire that sectarianism should find a place in its class rooms. On the other hand, they desired that men trained here should be of service to their fellowmen, to the State, the nation, and the world. Before it had had a fair opportunity to show much as to its products the Civil War came and blotted out to a considerable extent everything that had existed before. The war clouds had scarcely lifted from over our State before it opened its doors and, in the depths of the poverty of our people, began again the struggle to fit men for higher and better life. The spirit of its founders still hung about it. Its friends wished to see its men fitted for all departments of life. Its sons filled creditably the most important pulpits in this and other States. But at the meeting of the Central Association at Forestville in the autumn of 1884 the late Rev. James S. Purefoy called attention to what he termed a "curious but unexplained fact," that of

all the members of Congress from this State not one was a Baptist, that of all the State officers, of all of the Justices of the Supreme Court, of all of the Judges of the Superior Courts, not one was a Baptist. Some member of the Association thought this was a mere accidental occurrence. Nevertheless the fact began to impress itself on our people all over the State. Four years later one of the places aforesaid was filled by a Baptist, still four more years and only one place was occupied by a Baptist. It was generally considered that a majority of the people of the State were Baptists, and yet their services to the public were practically nothing. People began to ask what was the cause of this. Has the College no sons trained for civic life? What must it do? At that time the President of the College was Dr. Chas. E. Taylor, a man who, in my judgment, taken for all and in all, has done more for the education of all the people of this State than any other man who ever lived in it. In his report to the Board of Trustees in 1893 he repeated his former recommendation and again urged the necessity for the establishment of a School of Law in the College. The suggestion was adopted. A committee, consisting of the late J. N. Holding, Hon. W. E. Daniel, and another, was appointed to arrange for the teaching of the department. This committee met in Raleigh shortly after and secured the services of two renowned jurists as teachers, and the opening of the school was duly advertised. At the meeting of this committee it was agreed that I should perform certain duties, more clerical or mechanical, than otherwise, just a sort of supernumerary to complete the trinity, you see. At the opening of the fall term I came from my home in Franklinton, and in the formal language of the letter writers of the former generation, "seated myself, pen in hand," to enroll the students in the Law School. When the fact became apparent that we did not have a single student, I confess

to a trifling shade of discouragement. It seemed barely possible that the attempt to establish a Law School might after all fail to materialize. Not willing to let the enterprise fall still-born, I announced that I would come here once a week and meet such men as saw fit to come out. Even now it seems strange to me that so many men came week after week to these night meetings. In the summer of 1894 I was chosen as "Professor of Law and Political Science and other cognate subjects, for *one* year." I was to meet the classes three days in each week. This was the beginning, twenty years ago.

Growth.

The summer session for 1894 was announced and the total enrollment was exactly two, S. McIntyre, Esq., and the late R. O. Fry. After two or three weeks Mr. Fry, "Baby Fry," as he was affectionately called by the football men, went away and Mr. McIntyre and I were left alone. I have always felt kindly toward McIntyre for that he did not leave me entirely alone. He could have broken up the class so easily.

During the session of 1894-95, by being an expert in enrolling and counting, having served an apprenticeship in politics in a county where party success depended in large measure on ability to count, the enrollment ran away up to fourteen. At the annual meeting in 1895 I informed the Board that the work had started and the whole time of a man was needed, and I gladly laid the responsibility down, and turned my thoughts to my home and my work in the little town in which I had spent my young manhood days, where my children had been born, and I had begun to build a home, whose people I loved devotedly because they loved me. I recall vividly now the joyous light-hearted sense of relief that filled my soul as I walked up the street with my

wife. I did not wish to teach. I desired to follow my profession and to try to gratify some political aspirations. I was met by a messenger from the Board of Trustees with the statement that I must give my whole time to this work. What followed is of no interest to any one but me. I demolished my life plans, severed my relations, and opened the summer school of 1895. The enrollment was more than the year before, but most of them were honorary members, having numerical value only.

In September, 1895, the first students of the School applied for license to practice law, three in number, Walters Durham, Esq., of Raleigh, J. R. Taylor, Esq., of Virginia, and Hon. John H. Kerr, of Warrenton. All passed; in fact, we never lost but one man prior to the adoption of the system of written examinations by the Supreme Court in September, 1898, and since that time we have made a good record. We have had a number of classes with only one failing, and nine in which every one passed.

In 1900 the services of S. F. Mordecai, Esq., then a leading member of the Raleigh bar, were secured as a lecturer for two days in each week, which position he filled with great satisfaction till in 1904 our sister institution, Trinity College, made him Dean of its Law School.

In 1906 my colleague, E. W. Timberlake, Jr., began his work as Professor of Law, which place he still fills. I use the word "fills" advisedly, for few men can do the work as he does it. I shudder to think of what would happen if he should get married, or become otherwise disqualified to fill the position. May he live forever. The numbers increased from year to year till at the end of the tenth year we had an enrollment of eighty, and one hundred and seventy had been licensed. This year we have had 167 men in the school, and up to date 507 of our men have been licensed, of these 23 are known to be dead and 33 to have abandoned

the practice, a few I have lost, some are in other States, but about 400 are actually practicing law in North Carolina today, making about one-third of all the members of the bar. Wake Forest now has a part in the training of nearly half the men that come to the bar in this State. In addition to this we have many men in our classes who never become lawyers. Since 1894 a part of the law course has been elective in the course for the B.A. degree. This College was among the first anywhere to adopt this measure, which now exists in nearly all the leading institutions.

Now Baptists do hold office in North Carolina, not because they are Baptists, but because they are fitted for the places, and the College is no longer considered as a mere training school for ministerial students, much as it has served the world in that way, but it is generally recognized as one of the great dynamos at work continually for the uplift of the people of the State in material progress, in civic service, in moral advancement, and in spiritual welfare.

What Shall it Be?

Sometime since a deacon in a Presbyterian church sent me \$45, the beginning of a fund for the erection of a Law building. That deacon and I have much in common. We believe that with "final perseverance" it is "forordained" that in the near future we shall see the Law School "at home" in a commodious building with a library containing every law book printed in the English language worth buying. This money is deposited in bank and by the help of God and the hundreds of other men like J. McN. Johnson, each of these dollars shall grow into a thousand. With this new equipment we shall find men who will take charge of the School and bring to full fruition the present swelling buds of promise.

We hope to see its men prepared to meet their opponents

in any contest before judge or jury, may they be known as dangerous fighters but as men who "never strike below the belt." May they be known in their respective communities as men devoted to their profession, honest, honorable, upright and clean, filled with love for their fellowmen, despising the seductive influences of flattery and the temptations of gain, dominated by the love of even-handed justice for every human being without regard to rank in society or condition of life. May this love of justice be suffused with morality, and this morality immersed in the fear of God, then it shall come to pass that the law shall be revered and courts respected and the word "shyster" no longer found in our vocabulary.

Medical Education

By WM. T. CARSTARPHEN, M.D.

In any treatment of the present status of premedical education in North Carolina, it is well to consider the recent act of the Legislature regarding premedical education, some of the conditions encountered by the medical student, and the ideals being followed by the leading medical schools.

The law now regulating applicants to the State Board of Medical Examiners is, as found in the Public Laws of North Carolina, Session 1913, chapter 20, section 6:

Every applicant presenting himself to the State Board of Medical Examiners shall, before he is admitted to examination, satisfy said Board that he has an academic education equal to the entrance requirements of the University of North Carolina, or furnish a certificate from the Superintendent of Public Instruction of the county that he has passed an examination on his literary attainments to meet the requirements of entrance in the regular course at the State University: *Provided, however*, that all citizens of this State who have already begun the study of medicine shall be exempt from the operation of this section until the regular meeting of the State Board of Medical Examiners, to be held in the year one thousand, nine hundred and seventeen.

It is gratifying to note that the medical student is beginning to realize the need of a more thorough training before he enters upon the study of medicine, as a careful scrutiny of the medical schools within our State shows a material increase in the number of students in those schools which require higher entrance qualifications.

While we realize that the present requirements as set forth by the legislative act cited above are a decided step forward in the premedical situation in North Carolina, yet, at this time, there are the best of reasons why such an act

should require at least the completion of the first two years of college work. A widely assigned reason for the low standard of this act is that it enables the "poor boy" to enter the medical college at a small expense of time and money. While this is a seemingly commendable feature of the act, does it really present an opportunity or a handicap which will militate against him in his professional career? Instead of being a large act of justice, it is an act of injustice to the "poor boy." Since a college education today does not necessarily require such a large outlay of money, the man who cannot so arrange his affairs that he may be enabled to take and complete the two years of work as prescribed, is not the man who should enter the medical arena.

The laity has long been deluded by the idea that there are two kinds of physicians: "doctors" and "scientists." The "doctor" with little, or practically no premedical education, and graduating, as a rule, from the "low grade" medical school, achieves an enviable career for himself. The "scientist," on the other hand, equipped with cultural and scientific training in the college, and graduating from a high-standing medical institution, sinks into oblivion as a practitioner or finds an easy berth in some place of scientific research or as a teacher in some medical school. Nothing is farther from the truth. The fact is, the "doctor" fails in a much larger percentage of cases before the State Examining Board, and when he passes finds himself not equipped to compete with the "scientist," in the general routine work of the present day physician. In every post graduate school will be found the "scientist" and the "doctor,"—the "scientist" building upon his knowledge already acquired, and the "doctor" seeking to find the equivalent of that with which he should have entered his profession.

We must concede that modern medicine demands an extensive training in a comparatively large number of sub-

jects. Only a short while ago, it was considered that all subjects of an essential nature could be taught adequately in a space of two years. Now, the time required by all recognized medical schools is four years, and, in some instances, five years. This increase in years, is due to an extension of knowledge in the older branches and the establishment in the medical curriculum of new branches. There is no doubt that as these courses are more closely tested out, some of the nonessentials will be eliminated. In fact, this method is now being followed in certain instances. For example, in anatomy and physiology, that part of each which does not bear an important, fundamental or practical relation to medicine or surgery as a whole will be eliminated as a part of the regular medical course. The great time saver, however, is to insist that such courses as can be given adequately before entering a medical college be given in the premedical course. For example, physics, chemistry, biology and such exact sciences should be taught in the two years of college premedical training. Even when this is done, the schedule of the medical student is still very full.

In the making of our modern man of medicine it is understood that he must not only be equipped to follow the best practices known to medicine in his care and treatment of the sick, but that he be able to look after the community as a whole from his knowledge of public hygiene and preventive medicine. Not only should he possess these specific qualifications, but also that broader cultural training which will fit him to be a good citizen and a credit to his profession and to his Alma Mater. These considerations need no argument in their behalf.

What is necessary for a premedical education? What is the minimum time required to complete such an education? It is understood that the high school work has been com-

pleted to great advantage in the high school, with such fundamental subjects as English, mathematics, geography, history, Latin, and so forth. The premedical work of the college should consist of biology, physics, chemistry, French and German, philosophy—philosophy embracing psychology and mathematics or history, history with its sociological background.

Biology, the great fundamental structure on which the study of medicine is based, should comprise the study in general botany and zoölogy. Here probably the greater emphasis should be laid upon botany, in as much as the student in his medical work will still devote much time to animal dissection. The minimum time for anything like a satisfactory course in this subject should be one year. Where it is possible, two years spent in the study of biology would be time well spent.

The course in physics, being of a general nature, should include mechanics, heat, electricity, and light, with especial emphasis on refraction and sound. The laboratory work should be most exacting and yet of a practical nature, in order that the course may be completed in one year. The consensus of opinion is that a large majority of students are handicapped by the lack of a thorough mastery of the fundamental subjects of physics. This is especially true in the work of the department of physiology, where a knowledge of physics is so essential.

Chemistry, a subject in which we find most of our medical men sadly deficient, bears such an important relation to medicine nowadays that it must not be ignored. The course should consist of general inorganic and organic chemistry, and qualitative and quantitative analysis. This course should be thorough as well as practical, and should be so planned by the instructor that his aim is not to make a

chemist, but to give the student a sound, practical training for his medical studies. Such a course cannot be completed in less time than two years.

Besides these subjects, French and German should be taught, certainly to the extent of giving the student a reading knowledge of both languages. The reason for this is evident, that he may read important scientific matter printed in the original; and beside this, it is often desirable for a practicing physician to be able to speak one or more foreign languages.

Philosophy embracing psychology, logic, and ethics should be included in the premedical course. This is especially indicated because psychology in particular is becoming more and more recognized in its application to medicine; certainly in its relation to neurological cases.

If there is time, it would be well for the student further to increase his knowledge in English, mathematics, and history. It would be well to devote the time to some sociologic phase of history. Hence, we see that the minimum for the completion of such work as outlined is two years. Should any of these branches be included in the curriculum of the medical school, it will be found necessary to devote to them time which needs to be given to the strictly medical branches. For instance, the Medico-Chirurgical College of Philadelphia, in its attempt to teach that necessary branch, chemistry, is devoting one-eighth of its time to that subject alone.

It might be suggested that some of this work be done in the high schools. Certainly it is a great disadvantage for the student to attempt such studies as biology or the exact sciences in the high school. For there, under present standards, he only obtains a smattering, or at best, a superficial knowledge in these subjects.

The foregoing plan, should it be adopted in North Caro-

lina, would not only make for better doctors and a more intelligent citizenship, but would at the same time prevent a great injury to our young men who contemplate the study of medicine. As it now is, a young man may easily enter a low grade medical school. But we must not lose sight of the fact that there are thirty-two state licensing boards which exercise to some extent at least their legal power to refuse recognition to medical colleges which do not meet certain educational standards or other requirements in the respective states. In the other eighteen states, either the Practice Acts do not give the boards the right to enforce a requirement of reasonable standards or else the Boards are apparently not exercising their privileges. It is evident that graduates of low standard colleges will flock to these eighteen states, *among which is North Carolina.* Hence, these eighteen states will literally become the dumping ground of the output of the low grade medical college. Not only is this true, but by our very laxity in educational requirements we permit the students to become handicapped in the professional race and more or less automatically debarred from following their profession in thirty-two of our states.

It is highly important that this kind of information should receive wide publicity, particularly in the interest of prospective medical students. The student before selecting a medical school should know whether the training furnished and the diploma given by that school will qualify him for examination and for a license to practice medicine in any state which he may choose.

By incorporating in the Practice Acts a requirement for a premedical college course of two years, the student would be enabled to avoid the serious mistake of making a bad start in his life's work. Then the intelligent student, with his knowledge of the Practice Acts, would not waste his time

and money in a low-grade institution, when in the same time and with perhaps even less money he could obtain a training in a thoroughly well conducted medical school which would not only better equip him for his profession, but would also enable him to render better service to his community and his state.

The William Edgar Marshall Memorial

William Edgar Marshall, son of Mr. and Mrs. W. F. Marshall, of Raleigh, N. C., entered Wake Forest College session 1905-6, and was graduated with the distinction of *magna cum laude* in May, 1910. He had begun in Birmingham, Ala., a promising business career in connection with *The Progressive Farmer*, but was carried off by typhoid fever April 29, 1912. His father and mother, with a well-informed generosity, decided upon a most fitting memorial of their gifted son. It is described with conditions in the subjoined letter. The College, on its part, receives the gift with deep appreciation and gratitude.

RALEIGH, N. C., May 21, 1914.

Dr. W. L. Poteat, Wake Forest, N. C.

DEAR DR. POTEAT:—In memory of my son William, who was graduated in the class of 1910 and died of typhoid fever in Birmingham, Ala., two years later, his mother and I wish to make a gift from his estate to the College. The fund will amount to \$1,250 and will be available July 1.

The general conditions of the gift are (1) that the proceeds of the invested fund shall, in the most direct and effective way in the present or future activities of the College, be employed to promote the prevention of disease, with especial reference to community sanitation and other preventive as well as remedial measures for the eventual eradication of typhoid fever; and (2) that when in the judgment of the trustees of the fund the initial purpose shall have been sufficiently accomplished, the proceeds shall be used to cause, as far as may be, the means of preventing and curing human ills to become as free as the Gospel and as universal as the sunlight.

Permit me to express the hope that in the plans of the dear old College—dear to some we have “loved long since and lost awhile,” as well as to us who remain—it may not be found inconsistent with your purposes and desires to accept and to use as designated this modest memorial gift.

Sincerely yours, W. F. MARSHALL.

Faculty Personals

Dr. C. E. Taylor is spending a part of his vacation in New York City.

Miss Louise P. Heims, the College Librarian, is spending the summer at her home in Philadelphia.

Former students will be grieved to hear of the death of Dr. E. P. Morton in April. Dr. Morton was Associate Professor of English in 1910-11. Since leaving Wake Forest he had been engaged in editorial work in Chicago. Dr. Morton deeply impressed those who knew him by his profound scholarship and sterling character.

Mr. Bruce Powers and Professors H. M. Poteat, W. C. Smith, and E. W. Timberlake, Jr., spent the week beginning May 30 in New York City. They enjoyed the trip very much to judge from their glowing account of the metropolis. Dr. Poteat attended the commencement of Columbia University and made a visit to Hotchkiss at Lakeville, Conn., where he was for two years one of the Latin masters. He is at work upon an edition of Cicero's letters.

Professor J. L. Lake is spending the vacation with relatives at Upperville, Virginia.

Professor Hubert A. Jones will again attend the summer session of Columbia University, continuing his studies in mathematics.

Professor J. B. Hubbell, who has been granted a year's leave of absence by the Trustees, will return to Columbia University in the fall to complete his studies in English. He is spending his vacation with his parents at Mountain Park in Surry County. He made addresses at the closing exercises of the Momeyer Graded School, April 9, and the Princeton Graded School, May 8.

Dr. W. R. Cullom left Wake Forest on June 2d for a two months' trip to Palestine. He goes with a party conducted by Dr. Wicker, of Richmond. *Bon voyage!*

Dr. J. Hendren Gorrell, of the department of Modern Languages, made the commencement address at the South Fork Institute, Maiden, N. C., May 15. He is conducting two classes in French and one in German during the summer.

Professor J. Henry Highsmith, of the chair of Education, after an institute engagement at Vanceboro, began a heavy schedule of work in the summer school of the State Normal and Industrial College at Greensboro. During the spring he made a number of addresses at the school commencements.

Dr. John William Nowell, Associate Professor of Chemistry in the North Carolina College of Agriculture and Mechanic Arts, has been appointed Associate Professor of Chemistry in Wake Forest College and will begin his work here with the opening of the next session. Dr. Nowell received the degree of B.A. from Wake Forest in 1903 and the degree of M.A. in 1907. For the session of 1908-9 he was Instructor in Chemistry here. John Hopkins University conferred the degree of Ph.D. upon him in 1912. He has held the associate professorship in Chemistry in the North Carolina College of Agriculture and Mechanic Arts for the past two years. In addition to his work in Chemistry, Dr. Nowell will have two classes in the department of Biology, Mineralogy and Geology for the entire session and Elementary Physiology covering the fall term.

Dean Charles E. Brewer made two addresses at Fayetteville, March 15. As chairman of the Laymen's Movement Committee of the Baptist State Convention, he was responsible for the program at the Durham Convention March

17-19, responding to the address of welcome on that occasion. He made other addresses as follows: at the Green Level School, March 27th, Carthage, April 19th, China Grove, April 24th, King, May 1st, Grifton, May 8th, Baraca-Philathea Convention of Northampton County, May 17th, Wake Forest Alumni Association at Rocky Mount, June 16th. As a trustee of the Junior Order National Orphans' Home he attended the meeting of that Board at Tiffin, Ohio, June 1st.

Mr. Judson Dunbar Ives, M.A., Instructor in Biology, closed with the session of 1913-14 ten years of service in that department marked by a rare promptness and fidelity. He was graduated with the degree of Bachelor of Arts from Wake Forest College in 1905 and in 1906 he won the Master's degree. He was Assistant in Biology for the years 1904-5 and 1905-6, and in 1906 he was appointed Instructor in Biology, holding that position to the close of the session 1913-14. Four summers he spent in special studies—1908, as Graduate Student in the University of Chicago, 1909, as Graduate Student at the Marine Biological Laboratory, Woods Hole, Mass., and 1910 and 1911, as Investigator at Beaufort, N. C. He served the local church as organist regularly at prayer meeting, frequently at Sunday School, occasionally at the Sunday morning and evening services, and always with a characteristic unselfish fidelity. His unobtrusive manner and his untarnished life have won for him the warmest of good wishes for his future career.

Mr. and Mrs. E. B. Earnshaw spent a week in the month of June in New York City.

Dr. William B. Royall of the Chair of Greek, after some days in New York City, is resting at Galen Hall, Atlantic City. He is accompanied by Mrs. Royall.

Mr. Roger Philip McCutcheon, late of the University of Minnesota, will have charge of the department of English next session. He received from Wake Forest College his B.A. degree in 1910. He won the Thomas Dixon Essay Medal and the *Student Fiction Medal* in his Senior year. He was assistant in English while a student here. After leaving College he taught a year in the Franklin, Virginia, High School and spent two years at Harvard University in the study of English, taking his Master's degree there. During the past session he taught English in the University of Minnesota. It is fortunate that in the absence of both regular teachers of English, the College has been able to secure a scholarly and able teacher who thoroughly understands local conditions.

Since the publication of the Midwinter Bulletin Dr. E. W. Sikes of the department of Political Science, has made the following addresses: at Marshville High School, the Union County High School Commencement, Wagram, Cary, Union Mills, Boiling Springs, Garner, Ingleside, and Norwood; and the following addresses in churches: Baptist Church of Monroe; Brown Memorial, Winston; Baptist Church at Albemarle.

The first week in July Dr. G. W. Paschal spent with his aged mother at Siler City, N. C.

Dr. W. T. Carstarphen returned June 28th from an extended trip which took him to Toledo for the annual meeting of the Woodmen of America and by Niagara and New York to Atlantic City for the meeting of the American Medical Association. He was chairman of the committee on Medical Education of the North Carolina Medical Society and submitted a report on that subject, with special reference to premedical requisites, to the late session of that body in

Raleigh. He presented a paper to that Society, June 16th, on "The Bio-chemistry of Carbohydrate Metabolism, with a Physiologic Review."

President Poteat has met the following engagements since the publication of the last Bulletin: Collegiate Baptist Church, New York City, March 1st; Smithfield, N. C., High School Debate and Wake Forest Alumni organization, Smithfield, March 6th; Y. M. C. A. and First Baptist Church, Wilmington, March 15th; Baptist Laymen's Convention, Durham, March 18th; Wake Forest Y. M. C. A., March 30th; Commencement of Wake County Public Schools, Raleigh auditorium, April 3d; First Baptist Church, Monroe, April 19th; "Sanitation and General Civic Service" address, Selma and Kenly, May 3d; Baptist Church, Louisburg, May 5th; Commencement, Mapleville High School, May 6th; King's Teachers' Banquet, Nashville, Tenn., May 14th; report of the Social Service Commission to Southern Baptist Convention, Nashville, May 14th; Charlotte Y. M. C. A., May 31st; Commencement address Converse College, June 1st; opening address of the Y. W. C. A. Southern Students' Conference, Blue Ridge, June 3d, with eight studies in the Earlier Prophets; a life-work and a platform address at the Y. M. C. A. Southern Students' Conference, June 16th and 19th, with eight studies in "The Will of God"; Asheville Y. M. C. A., June 7th.

Dr. Benjamin Sledd of the department of English was recently elected to a Traveling Fellowship on the Kahn Foundation. This fund, which was bequeathed by Albert Kahn of Paris, pays the traveling expenses of two American college professors each year. The income of the Fellowship is about \$3,000. Dr. Sledd received the appointment without even renewing his application of last year, when the first fellows were selected. Upon no one more deserving or

more capable of realizing the advantages of such an opportunity could the honor have fallen. His old students will all remember well how often he has spoken to them of his wish to see the Old World; and his present classes are anxiously awaiting his account of his trip when he returns. He has not quite completed his itinerary, but he will sail via the White Star Line Steamer Cymric from Boston for Plymouth, England, June 30th. After a month in England, Scotland and Ireland, he will visit Holland and Belgium, go up the Rhine into Switzerland, thence to Moscow in September, and across the continent to China and Japan by the Siberian Railway. The winter months will be given to the Philippines, Java, India, Egypt, and Palestine, leaving the following spring and summer for Southern Europe. He will be abroad about fifteen months. The Trustees have generously given him a year's leave of absence on the best financial terms possible. Mrs. Sledd will meet him in Europe next summer and finish the trip with him. Students and Faculty regard the appointment as a great honor to the College, and unite in wishing him the fullest enjoyment of his rare opportunity.

Among the Alumni

Mr. Roy J. Hart, who received his Bachelor's degree in May, has been appointed to a scholarship in Johns Hopkins University. He will enter upon graduate studies there next fall.

Rev. T. C. Singleton (B.A., 1909) is Pastor of Liberty Centre Baptist Church, Liberty Centre, Indiana.

After six years of a successful pastorate at Hertford, North Carolina, Rev. A. A. Butler (1890-1891) entered upon the pastorate at Maxton, North Carolina, last April.

Mr. William Jonathan Wingate (B.A., 1879) died at his home in Portsmouth, Virginia, May 14th. The remains were brought to Wake Forest for interment May 16th. Mr. Wingate was a son of President Washington Manly Wingate. He is survived by Mrs. Wingate and two daughters.

Rev. W. B. Morton (B.L., 1884) of Louisburg, North Carolina, is pastor of the Baptist Church at Wise and at New Bethel near Henderson. He maintains an office of optometry in Louisburg.

Dr. Charles Bray Williams (B.A., 1891) is Dean of the Southwestern Baptist Seminary, Fort Worth, Texas, and Professor of New Testament Greek. He has been active in the Wake Forest Alumni Association of Texas, holding the office of Secretary in that Association.

Rev. Charles L. Greaves (B.A., 1897), who made the Alumni address at the late Commencement, has resigned the pastorate of the Baptist Church of Hawkinsville, Georgia, and entered upon his work as pastor at Lumberton, North Carolina, succeeding Rev. Charles H. Durham.

Mr. Clingman W. Mitchell (1877-1881) of Aulander, North Carolina, is a useful member of the Wake Forest Board of Trustees and Chairman of the Board of Trustees of Chowan College, Murfreesboro, North Carolina.

Mr. Santford Martin (B.A., 1909) and Mr. R. E. Walker (B.A., 1909) are united in the conduct of the *Winston-Salem Journal*, an influential daily of that prosperous city.

Mr. Norman R. Webb (B.A., 1909) severed his connection with the Bank of Wake, Wake Forest, N. C., in April last and accepted a position with the Wachovia Banking Co., of Winston-Salem.

Rev. Hight C. Moore (B.A., 1890), editor of the *Biblical Recorder*, succeeded Dr. Lansing Burrows as Secretary of the Southern Baptist Convention at the Nashville session last May. He attended the Northern Baptist Convention in session in Boston.

Dr. Lansing Burrows (B.A., 1862), of Americus, Georgia, received the high distinction of election to the Presidency of the Southern Baptist Convention in Nashville last May.

Mr. Gerald W. Johnson (B.A., 1911), is exercising his marked abilities and equipment for newspaper work as a member of the staff of the Greensboro *Daily News*.

Mr. George Clingman Pennell (B.A., 1914), has accepted the position of private secretary to Congressman James M. Gudger, of the Tenth Congressional District.

Mr. John Roderick Carroll (B.A., 1911), of the faculty of the Winterville High School, was married April 28 to Miss Hennie Sutton Ragsdale, of Greenville, N. C. He was ordained as a Baptist minister last May, and contemplates a course in the Baptist Theological Seminary.

Mr. William Worrill Vass (B.A., 1892), cashier of the Wake County Savings Bank of Raleigh since 1911, was married to Miss Annie Gales Root of that city April 30, 1914.

Mr. Frank A. Smethurst (1908-1913), holds an important position on the staff of the leading North Carolina daily, the *News and Observer*, of Raleigh.

Dr. John T. Anderson (B.S. in Medicine, 1912), received the degree of M.D. this summer from the Medical Department of the University of Louisville, Ky.

Mr. R. H. Shanks (B.A., 1910), has severed his connection with the Williamsburg Institute, Williamsburg, Ky., where he has been since 1910, to accept a position in the Fleet School, Highland Lake, Flat Rock, N. C.

Hon. Edwin J. Justice (B.S., 1887), was appointed in the spring special Assistant to Attorney-General McReynolds. He is representing the United States Government in important land cases in California. About the time of his appointment the San Francisco *Chronicle* said: "One of the inside secrets of the National Democratic machine was disclosed when Justice was sent out here. He is one of the ablest lawyers in North Carolina and lately has loomed up as one of the biggest men politically in the State." In accepting this appointment Mr. Justice withdrew from the contest for the United States Senate, to succeed Senator Overman.

Dr. Samuel Judson Porter (M.A., 1893), pastor of the First Baptist Church of San Antonio, Tex., led the devotional hour in the late session of the Southern Baptist Convention, and preached the Commencement Sermon at Baylor University, also the sermon to the Y. M. C. A. and Y. W. C. A. of that University. Baylor conferred upon him

the degree of D.D. He had previously received it from William Jewell College. Dr. Porter published in the spring a book on the Epistle to the Hebrews, marked by his characteristic insight and literary gift.

At the late commencement of the Southern Baptist Theological Seminary the following Wake Forest men received degrees: Edward B. Jenkins (B.A., 1911), the degree of Graduate in Theology; Walter Everett Goode (B.A., 1905), the degree of Bachelor of Theology; Oscar William McManus (B.A., 1909), the degree of Bachelor of Theology; James Baxter Turner (B.A., 1907, LL.B., 1911), the degree of Bachelor of Theology; Lloyd A. Parker (B.A., 1906), the degree of Master of Theology; Gordon Poteat (M.A., 1911), the degree of Master of Theology. The current Seminary catalogue shows that Wake Forest had 38 representatives in the student body, the next highest college 17.

Dr. William Francis Powell (B.A., 1899), after a seven years' pastorate of the Calvary Baptist Church, Roanoke, Va., during which he won all hearts, resigned in order to accept on the first of December, 1913, the pastorate of the First Baptist Church of Chattanooga, Tenn. The local Roanoke press paid marked attention to Dr. Powell's work in that city on the occasion of his resignation.

Mr. Luther Mills Kitchin, who received his license to practice law in the Wake Forest class of 1914, has purchased the *Commonwealth*, of Scotland Neck, N. C., and is editing it with spirit and ability.

Mr. Robert C. Josey (LL.B., 1910), of Scotland Neck, N. C., was married to Miss Anna Kitchin, of Scotland Neck, January 28.

Mr. W. L. Wyatt (B.A., 1905), of Raleigh, N. C., was married to Miss Lulie Marshall of that city June 25.

Mr. Philip G. Sawyer (B.A., 1910; LL.B., 1911), now practicing law in Elizabeth City, N. C., was married to Miss Evelyn Aydlett, of Elizabeth City, last month.

Mr. Thomas E. Browne (B.A., 1902), is attached to the North Carolina Experiment Station, Raleigh, as Assistant in Charge of Boys' Clubs. He issued in April, as a special bulletin of the Station, a twelve-page "Handbook for Boys' Corn Clubs."

Dr. Archibald Thomas Robertson (M.A., 1885), who has been teaching in the Southern Baptist Theological Seminary, Louisville, Ky., since 1888, has now crowned twenty-five years of devoted scholarship by the publication, through the George H. Doran Company, of his monumental "Grammar of the Greek New Testament in the Light of Historical Research." The book is a large octavo volume containing 1,360 pages. Some idea of the amount of labor expended upon it may be gained from the fact that the mere list of the works most often referred to covers twenty-two pages. Dr. Robertson's "Short Grammar of the Greek New Testament," issued in 1908, now in its third edition and published in four foreign languages, has established the author's reputation as an authority in this line of study and prepared the way for the present work. He has taken advantage of the mass of material which has accumulated since the publication of Winer's great work, which is, accordingly, superseded. For many years this new Grammar of the Greek New Testament is likely to remain the definitive treatise in its field.

Dr. N. R. Pittman (B.L., 1881), with the exception of about one year after his graduation, has been a resident of Missouri. Even while he held important pastorates he was connected with the Baptist press of that State, for he always

had the tang to write. He now gives all his time to the *Word and Way*, Kansas City, the Baptist paper of Missouri, in the capacity of Associate Editor. His most characteristic work appears in the column headed "Fragments." A sample, cut a little here and there, follows:

I heard the call and felt the lure of Indian Summer. I went northeast from Kansas City about 90 miles to Daviess County, where the landscape is billowed like an ocean. There I saw all the colors of the air in the wooded valleys and on the timbered hills.

After the October frost had come in a starry night, there came a soft and soothing wind from the south, and the sunshine was bright and warm; and I heard the call of Indian Summer ninety miles and went out of doors. I went out of doors last June in South Carolina and walked through glades and glens and gardens and saw all the colors of the air in the flowers. In January, years ago, I went out of doors in southern Florida and saw all the colors of the air in the plumage of birds.

But in warm and tranquil November days in northern Missouri an editorial man finds spirit and power to climb the hills and traverse the valleys. If he will, he may hear Indian Summer calling him out of doors. He may go forth in the night and hear the stars singing and the trees clapping their hands. He may go forth at noon and see the far-away hills robed in blue and intervening fields and forests adorned with all the colors of God's new Garden of Eden. And he may go forth at eventide and feel like singing and preaching and shouting. The world is happy. The bridal of Winter and Summer is come.

Mr. Roy L. McMillan (B.A., 1909), passed through Wake Forest recently, on his way home from Columbia University, where he has been studying law.

Mr. George J. Spence (B.A., 1906; LL.B., 1907), now practicing law in Elizabeth City, was married on June 3 to Miss Pearl Stevens, of that city.

Dr. C. E. McBrayer (B.A., 1902), now stationed at Fort Wm. H. Seward, Haines, Alaska, has been advanced to the rank of Captain in the United States Army.

Mr. Eugene A. Turner (M.A., 1906; LL.B., 1907), who last summer resigned his position as Secretary of the Y. M. C. A. at the Georgia School of Technology, is now engaged in Y. M. C. A. work in Hangchow, China. The "Tech" students set apart December 8 as "Turner Day," in recognition of his work there. He is greatly interested in the work he has begun among the Chinese.

Professor Maloy A. Huggins (B.A., 1912), of Union University, Jackson, Tenn., is at Wake Forest, devoting some weeks of the vacation to special studies in Greek. His friends will be very pleased to read the following letter from Dean Barrett, of Union University, to Dr. Paschal: "It gives me unfeigned pleasure to write concerning Mr. M. A. Huggins, who I am informed was once your pupil, the following lines of commendation. Mr. Huggins has done excellent work this year as Professor of Latin and Greek in Union University. He has reflected great credit upon both himself and his Alma Mater. Knowing how it rejoices the heart of a teacher to hear of the success of his pupils, I rejoice to tell you that Huggins has won the hearts of his students and the unstinted approval of the Board of Trustees. Instances of such marked success as he has won are exceedingly rare."

Mr. T. C. Britton, who received the Bachelor of Arts degree at the recent commencement, left Raleigh for San Francisco June 23d, en route to China to teach English in the government school at Soochou. Mr. Britton came from China six years ago to complete his education in the United States. He is the son of Mr. T. C. Britton, a Baptist missionary to Shanghai, known among mission workers from India to Korea, and he has been through the various Chinese uprisings up to the time of his return to America.

Seven Wake Forest men—all who applied—were licensed to practice Medicine by the North Carolina Board of Medical Examiners at their recent session in Raleigh. One of them, Dr. J. F. Belton, won the second place in the class, and another, Dr. W. M. Scruggs, received honorable mention. They all have received attractive hospital appointments, and so will not locate in the general practice for a year or more. They all were graduated from Wake Forest with the degree of Bachelor of Science in Medicine in May, 1912, and won their professional degrees this year at the medical colleges indicated: P. P. Green of Thomasville, Washington University; W. M. Scruggs, of Rutherfordton, University of Pennsylvania; J. F. Belton, of Mount Airy, University of Pennsylvania; B. A. Thaxton, of Roxboro, Jefferson; C. R. Sharpe, of Davidson County, Jefferson; C. L. Sherrill, of Salisbury, Jefferson and North Carolina Medical; H. D. Ward, of Brunswick County, Jefferson.

Seventy-two Wake Foresters sat down to lunch together in the Young Men's Christian Association Building in Nashville, May 15th. That Wake Forest luncheon is now a regular feature of the annual session of the Southern Baptist Convention. The Nashville gathering was the biggest yet. President R. T. Vann was toastmaster. Dr. Spilman and Dr. Cree were managers.

Mr. D. W. Arnette (M.A., 1914) has accepted the professorship of Biology in Simmons College, Abilene, Texas, and will at once enter upon his work there.

Mr. Marcellus E. Winston (1907-1910), of Youngsville, N. C., was married to Miss Margie Glenn Macon, of Louisville, June 30th.

The Robeson County Alumni met and organized in Lumberton on March 6th. Dr. J. H. Gorrell was present as a representative of the College. It was decided to establish

a fellowship at Wake Forest to be known as the John B. Carlyle Memorial Fellowship. Officers were elected as follows: R. C. Lawrence, President; L. R. Varser, Vice-President; and W. Lennon, Secretary-Treasurer.

The Johnston County Alumni met in Smithfield on March 6th for the first time. The meeting was brought about chiefly by Messrs. A. L. Goodrich and F. H. Creech, students from Johnston County. A debate was held under their auspices in which five of the county schools participated, Smithfield winning first place. President W. L. Poteat delivered an address on "State Pride." President Vann of Meredith, Dr. Poteat and Prof. J. B. Hubbell acted as judges. A banquet was given the Alumni by the ladies of the town at Judge Brooks' residence. Talks were made by Dr. Poteat, Professor Hubbell, Superintendent L. E. Royall, Rev. T. T. Lanier, and others. Officers were elected as follows: Rev. J. E. Lanier, President, and Superintendent L. E. Royall, Secretary.

Record

Dr. Reed, of the Carnegie Foundation, in the course of his personal investigation of American Law Schools, paid a visit to Wake Forest on January 27 and 28.

Dr. W. L. Pickard of Savannah closed Sunday evening, March 8th, a week's series of sermons, two a day, for which provision was made by the omission of the last two morning recitation periods. Twenty persons joined the church at that service, and a number of others later.

Dr. W. J. McGlothlin, of the Southern Baptist Theological Seminary gave a series of lectures on Baptist History in the month of April.

Rev. Charles E. Maddry of the Tabernacle Baptist Church, Raleigh, made in February an important addition to the general equipment of the College in the gift of a first rate stereopticon, the funds for which he solicited from a number of friends. He was himself most appropriately the man to initiate the use of the instrument, giving in Memorial Hall on the evening of February 24th a lecture on "Political Life in the Time of Christ."

On May 8 and 9 the Coburn Players presented on the College campus most attractively "The Taming of the Shrew," "As You Like It," and "The Merchant of Venice."

The following is the itinerary of the College Glee Club and Orchestra, Dr. Hubert Poteat, director: Wilson, March 2d, Goldsboro, March 3d; Fayetteville, March 4th; Red Springs, March 5th; Lumberton, March 6th; and Rockingham, March 7th. They gave later a concert in Memorial Hall to the great delight of the audience.

Colonel Bain, of Kentucky, gave a lecture in the College course during the spring term.

The death of Mr. Needham B. Broughton on the twenty-sixth of May removes from the Board of Trustees of the College one of its prominent members. He accepted membership on the Board in 1895, and had served in that capacity continuously to his death. Mr. Broughton was one of the widely known men of North Carolina, public spirited and influential in the religious and civic activities of the State.

The Summer Law School opened on Monday, June 8th, with the largest attendance in its history. Dean Gulley and Professor Timberlake were greeted by fifty-two earnest and promising men.

A 40,000 gallon steel tank is in process of erection to meet the enlarged demand upon the College water system. It stands at the deep well at the bottom of the campus next the railroad.

In the current catalogue of the Southern Baptist Theological Seminary, Louisville, Ky., the recapitulation of its students by colleges shows that Wake Forest College was represented by thirty-eight men, and that the next largest representation was seventeen from Richmond College. That is to say, Wake Forest had more than twice as many representatives as any other college.

The Spring Senior Speaking was had on the evening of March 27th. The program follows: Mr. L. E. Griffin, Eu., of Chowan County, "The South and the Panama Canal"; Mr. C. J. Carpenter, Phi., of Wake County, "The Scholar in Politics"; Mr. W. E. Fleming, Eu., of Davie County, "The Development of Individuality"; Mr. C. V. Tyner, Phi., of Robeson County, "Man Makes His Own Chance"; Mr. C. C. Holmes, Eu., of Iredell County, "New Demands in Education." The sixth speaker, Mr. R. F. Paschal, Phi., of Chatham County, was ill and did not appear.

At the annual meeting of the Wake Forest Board of Trustees the courses heretofore given upon the initiative and responsibility of certain of the professors were taken over by the College, and the way was opened for others according to demand. Beside the courses in Law given by Dean Gulley and Professor Timberlake, two courses in French and one course in German are given this summer by Dr. Gorrell, one course in Greek is given by Dr. Paschal, and three courses in Latin are given by Dr. Hubert Poteat. These summer courses count in the requirements for degrees.

Against the earnest protest of the College administration, the Postoffice Department at Washington has decided to move the Wake Forest postoffice from its present location to a building in the brick row in the narrow street east of the railroad.

The second debate of the series with Davidson College was held in Winston-Salem on Easter Monday night. Wake Forest, J. M. Pritchard and E. P. Yates debaters, with J. P. Mull, alternate, upheld the negative of the query, "Resolved that all elective officers in North Carolina should be nominated by direct primary modeled after the Wisconsin system, rather than by the convention plan." Davidson won by the close decision of three to two. As Davidson also won last year, she wins the series.

The third and deciding debate of the series with Baylor University, of Waco, Texas, was postponed on account of the seizure of two of the Wake Forest team by mumps, after they had started for Macon, Ga., where the debate was to be held. The disease was epidemic in the College at the time. The attack in the case of the second man of the team was recognized at 7:00 a. m., Wednesday, April 29th, and at 7:30 Mr. McCourry, the committee for Wake

Forest, delivered to the Western Union Telegraph Company at Raleigh, the following message: "Baylor Oratorical Association, Waco, Texas: Debate must be postponed. Two debators have mumps." The Telegraph Company reports that the message was "delivered by 'phone 7:50 a. m., April 29th, to Mr. Masters," that is, fifty and one-half hours before the debate was to occur. The team consisted of Mr. E. B. Cox, Mr. Carey J. Hunter, Jr., and Mr. J. C. McCourry, alternate.

Commencement, 1914

Commencement opened with the annual meeting of the Board of Trustees at three o'clock on the afternoon of May 20th. The Baccalaureate Sermon was preached at half-past eight by Dr. George Hooper Ferris, Pastor of the First Baptist Church of Philadelphia. His subject was "The Pursuit of the Perfect." His text was "Be ye therefore perfect, even as your Father which is in Heaven is perfect" (Matthew 5:48).

THURSDAY, MAY 21.

At half-past ten on Thursday morning the Annual Address was delivered by Governor Simeon E. Baldwin of Connecticut. Governor Baldwin is one of the most eminent lawyers and publicists of the country. He has been Chief Justice of the Supreme Court of Connecticut, Professor of Constitutional and International Law in Yale University, President of the American Bar Association, President of the Association of American Law Schools, etc. He has written numerous and noteworthy books on legal and political topics. He was presented by His Excellency, Governor Locke Craig of North Carolina. The subject of his address was "The Contribution of North Carolina to the Development of American Institutions." The speaker's choice of his subject was especially appropriate because this Commencement marks the Twentieth Anniversary of the founding of the Law School. The address showed a profound knowledge of North Carolina history and was evidently largely based on original investigation. He showed that North Carolina has made five distinct contributions to the development of American institutions: in declaring for independence in 1775 and 1776, in providing in the State

Constitution for, first, a secret ballot and, second, public education at public cost, in discarding the annual for the biennial session of the Legislature, and in passing in 1795 the first general incorporation law for business purposes since the time of the Roman Empire.

Governor Baldwin was followed by another distinguished lawyer, Professor Needham Y. Gulley, who gave a very interesting account of the history of the Law School. He was followed by Mr. John H. Kerr of Warrenton, a member of the first licensed law class, who spoke on "The Lawyer and his Public Responsibility."

The class exercises were held on the Campus in the afternoon. The program follows: President, A. O. Dickens; Poet, R. J. Hart; Historian, C. W. Mitchell, Jr.; Prophet, D. M. Johnson; Testator, G. C. Pennell; Orator, C. J. Whitley.

The class exercises were followed by an open air concert given by the Richmond Band, which also furnished the music at all other exercises.

The Alumni Address was delivered in the evening by the Rev. Charles L. Greaves ('97), pastor of the First Baptist Church of Hawkinsville, Georgia. His subject was "The College Man Conserving his Learning."

A business meeting of the Alumni Association followed immediately. These officers were elected: Gilbert T. Stephenson, Winston-Salem, President; L. R. Varser, of Lumberton, Vice-President; Professor H. A. Jones, of Wake Forest, Secretary and Treasurer; Attorney-General T. W. Bickett, of Louisburg, Orator; C. M. Beach, of Delway, Alternate. It was decided to organize more local Alumni Associations throughout the State, to stimulate interest in class reunions at Commencement, and to investigate the advisability of publishing an Alumni magazine.

Instead of the usual Friday evening miscellaneous reception, a reception with light refreshments was given by the Senior Class from 9:30 p. m., to 12:00.

FRIDAY, MAY 22.

The graduating exercises were held at half-past ten o'clock. After the invocation the medals were presented as follows by President Poteat:

Awarded by the Euzelian Literary Society:

Senior Orator's Medal—J. F. Carter.

Junior Orator's Medal—A. Y. Arledge.

Sophomore Improvement Medal—K. A. Pittman.

Freshman Improvement Medal—W. T. Foreman.

The J. L. Allen Medal—R. K. Redwine.

Awarded by the Philomathesian Literary Society:

Senior Orator's Medal—A. O. Dickens.

Junior Orator's Medal—R. H. Taylor.

Sophomore Improvement Medal—K. A. Pittman.

Freshman Improvement Medal—B. R. Olive.

The John E. White Medal—D. M. Johnson.

Medals open to all students:

The *Student* Essay Medal—Carey J. Hunter, Jr.

The *Student* Fiction Medal—I. T. Johnston.

The Hubert A. Royster Medal—R. J. Hart.

The following orations were delivered by members of the graduating class in competition for the A. D. Ward medal:

W. W. Walker, Eu., "The Problem of the City."

George C. Pennell, Eu., "North Carolina's Legal Relic of Barbarism."

G. L. Jarvis, Phi., "Woman's Status in Government."

D. M. Johnson, Phi., "Anglo-Saxon Conservation."

E. P. Yates, Phi., "America's Olive Crown."

E. P. Stillwell, Eu., "The New Chivalry."

The committee of judges, Messrs. C. L. Greaves, G. T. Stephenson, and R. L. Moore, unanimously awarded the medal to Mr. George L. Jarvis.

Academic Degrees.

The following is a list of the degrees conferred on members of the graduating class (one star indicating the distinction of "cum laude," two stars that of "magna cum laude").

Master of Arts: D. W. Arnette, O. F. Herring, C. R. Sorrell, P. A. Underwood.

Bachelor of Arts: A. S. Ballard,* T. C. Britton, Jr., O. P. Campbell,* C. J. Carpenter, J. F. Carter, W. R. Chambers, G. H. Davis, A. O. Dickens,* R. B. Duckett,* W. E. Fleming,* B. F. Giles,* L. E. Griffin,* J. W. Hamilton,* O. P. Hamrick,* R. J. Hart,**, G. W. Holliday,* C. C. Holmes, A. W. Horton, C. H. Johnson,** D. M. Johnson,* C. W. Mitchell, Jr.,** J. J. Neal,* R. H. Norris, W. B. Oliver, Jr.,* R. F. Paschal,* K. T. Raynor,** C. E. Rodwell,* N. J. Shepherd, H. P. Smith,* J. E. Smith, A. E. Stevenson, E. P. Stillwell,* B. T. Sustare, W. W. Walker,* J. N. Wallin, A. C. Warlick,** J. F. Watson, S. W. White,* C. J. Whitley, E. P. Yates, O. W. Yates.*

Bachelor of Laws: W. L. Eddinger, R. B. Green, G. H. Grindstaff, D. R. Jackson, G. L. Jarvis, G. C. Pennell, G. B. Rowland, J. S. Thomas.

Bachelor of Science: L. L. Jones, J. G. Lane, W. H. Martin, M. D. Phillips, Jr.**

Bachelor of Science in Medicine: C. W. Bell, P. C. Carter, J. W. Dickie, H. C. Dixon, A. G. T. Hipps, G. M. Holcombe, W. P. Mull, I. C. Prevette, O. L. Stringfield, Jr,* C. V. Tyner, J. R. Vann, Jr.

Honorary Degrees.

Dean Charles E. Brewer presented six distinguished gentlemen for honorary degrees in the following terms:

Gustavus Arvid Hagstrom, *Doctor of Divinity*. Native of Sweden; trained in the schools of this country; graduate of the Divinity School of the University of Chicago; preacher of the gospel of the Lord Jesus Christ; Secretary and later Moderator of the Swedish Baptist General Conference of America; now Trustee of the Minnesota Baptist State Convention; President of Bethel Academy and Theological Seminary, St. Paul, Minn.; preacher, teacher, organizer, leader of men.

Henry Jerome Stockard, *Doctor of Letters*. Master of Arts of Elon College; graduate student in the University of North Carolina; once Principal of the Graham High School; Superintendent of Public Instruction in Alamance County; Associate Professor of English in the University of North Carolina; Professor of English in Fredericksburg College, Va.; Professor of English in Peace Institute and later President of that institution; a North Carolina voice in the realm of song heard admiringly everywhere.

Clarence Poe, *Doctor of Letters*. Trained in the University of Men; for ten years Secretary of the North Carolina Literary and Historical Association; formerly Chairman of the North Carolina Child Labor Commission; Chairman of the North Carolina Anti-Saloon League; now Editor of the *Progressive Farmer*; President of the North Carolina Press Association; member of the National Commission investigating rural conditions; President of the North Carolina Conference for Social Service; author of books of science and of travel; discriminating investigator and writer for the public welfare.

Henry Wood, *Doctor of Laws*. Bachelor of Arts of Haverford College; Doctor of Philosophy of the University of Leipsic; past President of the American Folk Lore Society; decorated by the Emperor of Germany with the Order of the Red Eagle; now Professor of German in the Johns Hopkins University; a distinguished investigator and interpreter of the life and literature of two nations.

William Joseph McGlothlin, *Doctor of Laws*. Bachelor of Arts and Master of Arts of Bethel College, Kentucky; Master of Theology of the Southern Baptist Theological Seminary; Doctor of Divinity of Bethel College; Doctor of Philosophy of the University of Berlin; now Professor of Church History in the Southern Baptist Theological Seminary; a diligent student, magnetic teacher, and tireless worker.

Needham Yancey Gulley, *Doctor of Laws*. Master of Arts of Wake Forest College; has served his State in its legislative halls and as a member of its Code Commission; a life-long student and practitioner of law; for twenty years Professor of Law in Wake Forest College; an ardent lover of men and of justice; an inspiring teacher of men; a teacher dearly beloved and revered.

The Baccalaureate Address of President W. L. Poteat is printed elsewhere in this number of the BULLETIN.

Mr. John A. Oates, President of the Board of Trustees, made a brief statement in regard to the action of that body at their annual session.

Three new Trustees were elected subject to the approval of the Baptist State Convention: Rev. R. A. McFarland, of Scotland Neck, in place of Mr. Noah Biggs, of Scotland Neck, resigned; Rev. T. H. King, of Mt. Airy, in place of Dr. W. C. Tyree, late pastor at High Point, removed from the State; and Rev. W. H. Reddish, of Wadesboro, in place of Mr. Robert B. Powell, of Wake Forest, resigned.

During the past session the endowment of the College increased from \$472,000 to \$496,000.

Mr. Oates extended the thanks of the Education Board to Mrs. W. O. Allen, of Windsor, for a gift of \$1,000.

He also read a letter from Mr. and Mrs. W. F. Marshall, of Raleigh, who have given to the College from the estate of their son William E. Marshall, of the class of 1900, who died of typhoid fever in 1912. This fund is to be used in the prevention of disease, especially of typhoid fever.

He announced that the Trustees had decided upon a re-organization of the Medical Department to be completed at their meeting in July.

Dr. B. F. Sledd and Prof. J. B. Hubbell, of the English Department were each granted one year's leave of absence. Dr. Sledd (see *Faculty Personals*) will go abroad as Fellow upon the Kahn Foundation. Professor Hubbell will return to Columbia University to complete his work in English.

Announcements

The session of 1914-1915 will open on Tuesday, September 1st. That day is set apart for consultation with the Committee on Entrance and for registration. An extra fee is charged to students who ask to be registered on a later date. The cash payment of matriculation fees aggregating \$16.50 is required of all students without exception. The fall term tuition fee of \$25 is due at registration, and its settlement may not be postponed beyond the first of October.

Students who come from approved high schools upon certificates may receive the blank forms by application to Mr. E. B. Earnshaw, Wake Forest, N. C.

Dr. E. W. Sikes, Wake Forest, N. C., is Treasurer of the Students Aid Fund, and he should be consulted about loans.

Ministerial students who require aid from the Board of Education may write Dr. W. R. Cullom, Corresponding Secretary of that Board, Wake Forest, N. C.

Neither the course in Botany nor that in Zoölogy will be given next session. Dr. J. W. Nowell, Associate Professor of Chemistry, will conduct the courses in Elementary Physiology and Mineralogy and Geology.

The Sophomore-Junior Debate will take place on the last Friday in October. The day will be set apart as a regular College holiday to be known as "Society Day." Instead of the regular twelve Senior speakers only four will be chosen, who will speak that night. The speaking will be followed by the Baraca Banquet.

A heating plant will be installed in the New Dormitory, now approaching completion, which will heat not only that building but also the new church, the Alumni Building, the

Administration Building, and later the Wingate Memorial Hall. Running water is to be put in the old dormitories during the vacation.

Beginning with next session attendance upon church services on Sunday will be voluntary.

Upon the recommendation of the Alumni Athletic Association the Board of Trustees at its late meeting placed the full control and management of all athletics at the College in the hands of the Faculty, including receipts and disbursements, game schedules, contracts with coaches, eligibility rules, etc. The contingent fee remains as heretofore.

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The Contributions of North Carolina to the Development of American Institutions

Commencement Address at Wake Forest College, May 21, 1914, by Simeon E. Baldwin, M.A., LL.D., Governor of Connecticut; Professor of Law in Yale University; formerly President of the American Historical Association and of the American Political Science Association.

There is no State of the Union which has not done something, good or bad, towards the development of American institutions; but the part thus taken by those of them who wear the proud title of the Old Thirteen is the most conspicuous. It is they in whose honor were devised the thirteen stripes upon our flag. The older and the newer States are alike represented by its stars: the stripes perpetuate the memory of the Old Thirteen alone.

It is they only who have a background of ancient history. I say ancient; for the creation of one of our newer States, born into purely American and republican surroundings, is separated from the first settlement of Plymouth or the Carolinas, under English and monarchical auspices, by a tract of time of whose length years are no measure.

One of our American historians has said, and not untruly, that the men of the colonial era undertook "to develop thirteen autonomous States out of as many land companies."¹ This was a harder task for the people of the two Carolinas than for those of any other of the colonies. Their charter scheme, as developed by the Proprietaries, was vitally un-English and un-American. So far as it bore the stamp of any nationality, it was Roman.

The first Earl of Shaftesbury who, as Lord Ashley, was one of the grantees in both the charters from Charles II., was the author of the English *Habeas Corpus Act* of 1679,

¹—Chamberlain, *John Adams*, etc., 150.

which has done so much to secure the freedom of the individual against the power of government. It is one of the paradoxes of history that he, ten years before, with the aid of his private secretary, the philosopher, John Locke, prepared the original constitution for the government of the Carolinas adopted by the Proprietaries, which, had the freemen ever really accepted it, would have set up here forever a formidable bar to the growth of republican institutions.

By its terms, you will recollect, a territorial nobility was set up, the highest in rank bearing the German title of Landgrave.

There was to be a parliament, meeting in one chamber, but by Article 79, "To avoid multiplicity of laws, which by degrees always change the right foundations of the original government, all acts of parliament whatsoever, in whatsoever form passed or enacted, shall, at the end of a hundred years after their enacting, respectively, cease and determine of themselves, and without any repeal become null and void, as if no such acts or laws had ever been made."

One provision which, if in force to-day, would be unpopular with some of this audience, was directed against lawyers. "It shall be," reads Article 70, "a base and vile thing to plead for money or reward; nor shall anyone (except he be a near kinsman . . .) be permitted to plead another man's cause till before the judge in open court he hath taken an oath that he doth not plead for money or reward, nor hath nor will receive, nor directly or indirectly bargained with the party whose cause he is going to plead, for money or any other reward for pleading his cause."

By Article 95, no one could hold an estate or become a freeman, or even reside in the province, who did not acknowledge a God and that he is to be publicly and solemnly worshipped. This, no doubt, is the inherited cause for

the clause in the present Constitution of North Carolina, debarring atheists from office. But two other States now hold to that position.²

All elections, under the Locke scheme (Article 32), were to be by ballot. In 1760, this regulation, which had been continued in force until that time, was repealed and *viva voce* voting substituted. This brought North Carolina in line with England and most of the Southern colonies.³ A few years later, however, she reverted to her original plan, and it was made the subject of a constitutional provision in 1776. Her Constitution of that year was the first which, in any State, required the ballot.⁴

In one respect, however, she differed from all of these. Free negroes, born in the State, who paid public taxes, were held to be citizens, and entitled to vote at elections, if not before, certainly after the Constitution of 1776.⁵ It was this, in fact, more than anything else, that occasioned the calling of the Constitutional Convention of 1835, by which their right of suffrage was taken away.

There is little else in the "Fundamental Constitutions" of 1669 of which any substantial trace survived the Revolution. They never went into full effect, and were substantially abrogated by the Lords Proprietors, in 1693. The division of the Carolinas into two provinces, followed by the surrender of the Proprietary title to the Crown, early in the eighteenth century, put an end to the aristocratic government devised by Shaftesbury and Locke. From that time on till 1776, the problems of North Carolina were the same with which the other English colonies had to contend.

2—Arkansas and South Carolina, Report of American Historical Association for 1899, I, 121.

3—McKinley, The Suffrage Franchise in the Thirteen Colonies, III.

4—It had been a feature of the West Jersey Concessions of 1676-7, and of Penn's Frame of Government, promulgated in 1683.

5—Thorpe, Constitutional Hist. of the U. S., I, 176; *State v. Manuel*, 4 Dev. & Battle Law Rep., 25; Report of Am. Hist. Association for 1895, 276.

As the tension of the bonds between them and the mother country increased, North Carolina was the first to declare herself in favor of throwing off allegiance to the British crown.

We may or may not take the view that the story of the Mecklenburg County resolutions of May 20, 1775, is a myth.⁶ Legends are the foundations of history, and the date solemnly placed upon the great seal of North Carolina ought not lightly to be disregarded. But were we to accept all that has ever been claimed for the time of that action and the words in which it was expressed, Mecklenburg County could only speak for itself. On April 4, 1776, the provincial congress at Halifax spoke for the State at large. This body unanimously empowered the delegates from North Carolina in the Continental Congress to concur in action by that body, should it be taken, "in declaring independency and forming foreign alliances." She was thus, in the words of Bancroft,⁷ "the first colony to vote an explicit sanction to independence."

In the Convention at Hillsborough, in the latter part of 1775, a further step had been advocated by many. Dr. Franklin's scheme for a permanent confederacy of all the colonies was brought forward by one of the delegates, but it was decided that such an organization ought only to be set up in the last necessity and then only after consultation with the Provincial Congress.

Soon after the Declaration of Independence had created the United States of America, North Carolina elected a Convention to frame a Constitution. One of her most prominent citizens, Governor Burke, consulted John Adams, the leading authority in the country on the subject, in regard to the proper form to adopt. Adams advised placing the State

6—See the paper of Messrs. Salley and Ford, *Am. Hist. Review*, April, 1906.

7—*Hist. of the U. S.*, V, 238.

on the footing of an independent sovereign; having a bicameral legislature; requiring annual elections; but choosing Judges for life. It was a maxim of public science, he wrote, that "where annual elections end, there slavery begins."⁸

In general his recommendations were followed, and with the result that the Constitution for North Carolina outlasted every other of the Revolutionary period except that of Massachusetts, which was also modeled largely upon Adams' advice.

North Carolina had, under the Fundamental Orders (Art. 75), biennial elections. When these were superseded by royal authority, annual elections were substituted, and this continued to be the scheme until 1836, when an amendment to the Constitution reestablished the original system.

In thus abandoning annual sessions, North Carolina led the way for the whole country. They are now retained in only two States.

On this anniversary day of one of her collegiate institutions, it is not to be forgotten that North Carolina was the first State of the American Union to put into her Constitution a provision for public education. Article XLI of that instrument, adopted December 18, 1776, declares "that a school or schools shall be established by the Legislature, for the convenient instruction of youth, with such salaries to the masters, paid by the public, as may enable them to instruct at low prices, and all useful learning shall be duly encouraged and promoted in one or more universities." Only three other of the Constitutions of this period contain any provisions on this subject.⁹

The establishment of the University of North Carolina, towards the close of the eighteenth century, was followed,

8—Life and Works of John Adams, I, 209, 211; IV, 195.

9—Hildreth, Hist. of the U. S., III, 385.

in 1822, by the appointment of one of the Professors as State Geologist and Mineralogist. His report, as such, published in 1824 and 1825, on the Geology of the State, presented the first survey of such a nature made by any of the States,¹⁰ and thus became the beginning of a long series of studies which have revealed to the country its natural sources of wealth.

The Constitution of 1776 required the chief officers of the State to be Protestants, or, at least, not to deny the truth of the Protestant religion. It also declared that all officers must acknowledge the inspiration of the Old and New Testaments. Only one other State did that. As time went on and the Roman Catholic church became stronger, some of its members were appointed to high office. They took the ground that a Roman Catholic, simply by being such, did not deny the truth of the Protestant religion: on the contrary, they said, he believed most of its doctrines, though adding more. William Gaston, when appointed to the bench, took this ground, and it was approved by Chief Justice Marshall and Chief Justice Ruffin, whom he consulted. To put the matter beyond the limits of question, the Constitutional Convention of 1835, after full debate, substituted for *Protestant* the broader term, *Christian*.¹¹

Few now seriously dispute that under our system of government the courts have implied power to test the validity of every statute by the touchstone of the Constitution. We inherited this doctrine from the era of the Confederation, and the courts of North Carolina early came to its support. Her Constitution of 1776 guaranteed the right of trial by jury in all controversies at law respecting property. The General Assembly passed a statute requiring suits against purchasers of confiscated estates to be dismissed on

10—Dexter, *Yale Biographies*, VI, 593.

11—Great American Lawyers, III, 72, 76, 111.

motion. Such a motion was made in such a suit in 1786, and the court, a year later, denied it, on the ground that the law violated this constitutional guaranty, and was therefore void. The decision thus rendered was the second ever rendered in the English speaking world to the point that if a written statute conflicts with a written constitution, the statute must give way.¹²

North Carolina was the first State to affirm the principle of freedom of incorporation for the promotion of a business enterprise. By an Act passed in 1795, she allowed any persons, who desired, to incorporate themselves for the purpose of building and maintaining canals.¹³ This was the first legislation of the kind since the beginnings of the Roman empire.¹⁴ Other of the American States had before allowed individuals to incorporate themselves for certain charitable purposes. It was the far-sighted policy of North Carolina which extended this principle to organizations for business purposes. They builded better than they knew. Soon followed elsewhere, in and out of the United States, it was destined, during the next century, to work a world-wide economic revolution.

In one respect North Carolina, in my opinion, has exercised an unfortunate influence on our judicial institutions. The English speaking nations stand alone in the world in their division of the functions of a decider of civil causes between one man, whom we call a judge, and a dozen others whom we call a jury. By the common law of England, from whom we derived this practice, the judge had a double

12—*Bayard v. Singleton*, Martin's Reports, 48; Baldwin on *The American Judiciary*, 100, 110; Coxe on *Judicial Power and Unconstitutional Legislation*, 248. The court also relied on the supremacy of the Articles of Confederation. The next Legislature (November, 1787) enacted that the treaty with Great Britain was part of the law of the land, and to be enforced in all courts accordingly. Stat., Rev. of 1819, I, 559. See the history of the first decision (given in New Jersey in 1780, in the case of *Holmes v. Walton*), in the *American Historical Review*, IV, 456.

13—Chapter 432, Laws of North Carolina, Ed. 1821, I, 769.

14—Report of the American Historical Association for 1902, I, 274.

duty: to decide any points of law that might be raised, and to guide the jury on the path to a right conclusion on the facts. Legal questions on which counsel seriously differed seldom occurred; but disputes as to the facts of the case were incident to every jury trial. The English judge was accustomed to express his own opinion, if he thought it would promote a proper decision as to what facts really had been established by the proofs, and how far these were, if found by the jury to exist, controlling in their effect. In 1796, North Carolina which, down to that time, had followed in this respect the rule of the common law, abrogated it. Chief Justice Ruffin, soon afterwards, in a well-known case, did what he could to minimize the effect of this statutory prohibition of an ancient practice.¹⁵ But legislatures are stronger than judges. The Act of 1796 in North Carolina set up one of the early precedents in support of diminishing judicial power, which have gradually, in most of our States, made the American jury a very different thing from the jury of the common law.

The courts of North Carolina rendered an important service to the country, in leading the way towards placing the American law of charities on a broad foundation. It was long a question of warm dispute at the bar, whether our courts of equity had the jurisdiction over charitable trusts possessed by the English Chancellors, independently of the ancient statute of charitable uses, passed in the reign of Queen Elizabeth. In 1819, the Supreme Court of the United States, in an elaborate opinion by Chief Justice Marshall, took the negative view. If this precedent were to be generally followed, and the statute made the sole test of what was a lawful charity, many bequests for worthy purposes would be sure to fail. The next year, after full argument,

15—*State v. Moses*, 13 North Carolina Law Reports, 452.

the English doctrine as to equity jurisdiction was recognized in the Supreme Court of North Carolina.¹⁶ Other States followed the reasoning which had led to this result. Horace Binney, one of the greatest of American lawyers, by his researches in the rolls of the English Chancery, demonstrated before the Supreme Court of the United States, in the Girard College case, that Marshall was wrong. The great Chief Justice's decision was finally overruled, and the North Carolina doctrine of charities established in its place.¹⁷

North Carolina was the last of the States represented in the Constitutional Convention of 1787 to ratify its work. She was also the last State to become a member of the Southern Confederacy. The cause of delay, in both cases, was, at bottom, the same. It was her conviction that, in large affairs, existing political relations ought not to be disturbed without strong cause. It was political conservatism. It was the quality which made her and South Carolina, her early sister, the only States which maintained a general property qualification for office until after the Civil War.¹⁸

When the Federal Convention met, in 1787, North Carolina was in territory the largest State but one¹⁹ of the Old Thirteen. Her geographical conditions justified the statement, in the official report of her delegates to the Governor of the doings of the Convention, that North Carolina was doubtless the most independent of the Southern States, for her people were able to carry her own produce to market.²⁰ Being thus independent in her position, she offered the fairest field for the last battle ground against those who in 1787 were for the entire reconstruction of the government

16—*Griffin v. Graham*, 8 North Carolina Law Reports, 96.

17—*Russell v. Allen*, 107 United States Reports, 163, 167.

18—Report of the Am. Historical Association for 1899, I, 114.

19—Georgia.

20—Farrand, *Records of the Federal Convention*, III, 84.

of the United States. She naturally stood for State sovereignty in everything where it was not vitally necessary to accord supremacy to the States acting together, or to the people of all of them,²¹ speaking in each.

At the time when North Carolina was to express her judgment on the merits of the new Constitution, two great men were contending for the mastery in the arena of theoretical politics: Jefferson and Hamilton. North Carolina sided from the first with Jefferson. He was representing us abroad in 1788, but wrote to his friends here that he favored the ratification of the new Constitution by nine States, which would insure an organization under it, and rejection by the other four, unless and until it was strengthened by a bill of rights.²² Under the leadership of Willie Jones, the first Constitutional Convention, held in that year at Hillsborough, substantially followed this advice. Without either ratifying or rejecting the new Constitution, it declared that bill of rights and twenty-six amendments ought to be laid before Congress and a new Convention of the United States that should or might be called for such purposes of amendment. The most important of the principles thus put forward were incorporated in the Constitution, on the recommendation of the first Congress, secured largely by the action of North Carolina in refusing an unconditional ratification.

Hardly had the Supreme Court of the United States been organized when suits were brought in it against several of the States to collect debts due from them to citizens of other States. Chief Justice Marshall, as a member of the Virginia Convention, had declared that the Constitution gave no authority for such actions. Hamilton had taken the same

21—Report of the American Historical Association for 1905, I, 104; see State Records of N. C., I, 390.

22—Jefferson's Writings, Library Ed., XVIII, 14; Bancroft, *History of the Constitution*, II, 459, 460; Elliott's Debates, IV, 226.

ground in the *Federalist*.²³ With only one dissenting opinion, however, the Justices of the Court took the other view. This dissent was by Mr. Justice Iredell of North Carolina. The States, he said, were sovereign as to all matters concerning which sovereignty had not been granted to the United States. It was the settled law that a sovereign could not be sued in court. Consequently the States, being sovereign, could not be so sued, except in the few cases specially authorized in the Constitution of the United States. The plaintiff in the case at bar was a private citizen suing for a contract debt. There was no special authority for such a suit, and therefore, in his opinion, it should be dismissed.

A storm of protest swept over the United States when the decision of the Court was announced. Governor Hancock of Massachusetts, one of the States that had been sued, called a special session of the Legislature to consider the matter, and declared that this new doctrine tended to a consolidation of all the States into one government "which would at once endanger the nation as a Republic, and eventually divide the States united."²⁴ The speedy result was the adoption of the Eleventh Amendment to the Constitution, which prevented any such suits for the future, and struck out of existence those already brought.

The United States, under the Articles of Confederation, were what a recent English writer has declared that every independent nation is—"the organization of organizations."²⁵ They were a feeble organization of thirteen strong organizations. The ordinary nation has for its constituents all its people, but they are organized politically in various territorial divisions, such as counties, towns, and cities, and socially in various business, or ecclesiastical, or institutional

23—Thorpe, *Constitutional History of the United States*, II, 266, *et seq.*

24—Thorpe, *Constitutional History of the United States*, II, 290.

25—Lindsay, *The Political Quarterly*, I, 140.

divisions. Some of them are associated in the form of banks, or railroads; others as or around universities; as churches and dioceses; or as societies of a less formal character for promoting particular theories of human conduct.

The constituents of the United States of the Revolution and of the Confederation were thirteen peoples, not one. Each of these peoples were grouped in different forms of organization, under a local government of their own; but the United States, as such, claimed no authoritative jurisdiction over any of these groups in any State, and had none over the State itself.

The Constitutional Convention of 1787 attempted a compromise between those who were for abandoning this system of government entirely, and those who thought it could be strengthened and preserved. It is certain that the great majority of the people of North Carolina were originally opposed to the ratification of the Constitution. The Hillsborough Convention of July 21, 1788, would probably have voted it down without debate, had it not been for the influence of James Iredell.²⁶ She had found herself strong enough, alone, to handle a very serious insurrection by the suppression of the "Regulators," and later to put down the rising designed to found the new State of Franklin, and to convict, in 1787, its leader, John Sevier, of high treason. During the Revolution, she had seen most of the Regulators siding with the British, and feeble as the government of the United States then was, she had found herself, with the aid of that government, still able to cope with any invading force, and all their Tory auxiliaries.²⁷ Her worst enemy was her own over-issues of paper money, and with that problem, she, like Rhode Island, preferred to deal for her-

²⁶—Elliot's Debates, IV, 4.

²⁷—Life and Works of John Adams, VII, 308; Report of Am. Hist. Association for 1894, 180, 209; Winsor, *Narrative, etc.*, Hist., VII, 190; Tarleton's Campaigns, 119, 270; State Records of N. C., I, xiv, xviii.

self. Why then should she join the States which were seceding from a confederation which by its terms, to which each had solemnly agreed, was to last perpetually?

The leaders of North Carolina so far had held its course steadily, from the first, in one direction: away from aristocracy; towards popular institutions. They endeavored to make, and they did make, the new government more closely a government of the people, before accepting its authority.

Any strongly marked national characteristic that makes for good is a national asset. It endears the State to its people. It is their voice. It speaks the habit of their mind. In the case of a private business concern, long established and well reputed, a part of its property, well recognized by law, is the good will of those who know on what principles it has been conducted. Much more is the good will of its people of value to a State. That spirit of conservatism, which has always marked North Carolina, has helped to steady the course of American government. It was fostered by the circumstances of her earlier history. It was strengthened by the nature of her main industry. Agriculture binds the man to the land, and in the land there is something of the eternal and unchangeable. Conservatism detaches itself from the transitory. It makes for unity in political action. It is unwilling to have untried forms of government imposed upon it. It distrusts abstract philosophies, unripened by time.

There is a certain unity in the history of North Carolina. The royal province, of which she originally formed a part, soon broke in two. South Carolina followed the ways of cities; North Carolina those of the country and the farm.

Half a century later North Carolina broke in two. The people of the mountains pushed the frontier Westward and laid the foundations of Tennessee. For the people on the Atlantic slope, the current of industry followed the waters

toward the sea. Agriculture added to itself commerce and manufacture.

The twentieth century came. It found North Carolina still mainly a State of the country and the farm, but, towards the West, of a rough country and rocky farms. The everlasting hills still stood as they were two hundred years before, the home of sturdy mountaineers, largely reflecting the manners and the ideals of the American of two centuries before.

It is no bad thing for a State to have representatives of the thought of the eighteenth century uniting for the shaping of her institutions with representatives of the twentieth. On the one hand, it assures the permanence of popular government: on the other, it guarantees the benefit of whatever new means time brings to make popular government more truly by the people and for the people.

I come from a State which calls itself the Land of Steady Habits. North Carolina and Connecticut were alike chartered by Charles the Second. He gave to North Carolina a charter of aristocracy, and to Connecticut a charter of democracy. He gave to North Carolina the harder task. She must win for herself what was the birthright of Connecticut. How has she marked her progress to the goal?

Let me recapitulate what seems to me the highest of her achievements. In what great things did she press forward first, and set the pace?

1. In declaring for independence of Great Britain, in April, 1776.

2. In providing by her Constitution of December, 1776, for a secret ballot, and for public education at public cost.

3. In passing, in 1795, the first general incorporation law for business purposes since the time of the Roman empire.

4. In discarding annual for biennial elections, in the amendments to her Constitution in 1835.

The first step, in anything, it costs something to make. These five steps that I have mentioned, each in its day, worked a great innovation in American institutions, and one of them—that towards freedom of incorporation—in universal political science.

We of other States are glad in these things to recognize the primacy of North Carolina, and to congratulate her on the public service she thus has done to the country and the world.

A Virginian in Surrey¹

They come, they come !
No blare of bugle, beat of drum,
No flaunting flag, no battle-cry ;
Only the measured tread of many feet
Startling the drowsy street,
The wayside silence deep and sweet.
As past they go
With sure, unhurrying pace,
I mark the firm-set Saxon face,
The calm-clear Saxon eye.
And then I know
The secret of their race :
To wrath and action slow, ah, slow !
Yet, once aroused—to do or die.

Not at the call of man-made laws
Grimly they march into death's jaws :
From far and near, day after day,
From grimy haunt and lordly home,
From teeming street and lonely way,
England's young manhood gathering come
At duty's proud command.
Nor go they to withstand
Long-vaunted harrowing of their land :
Behold, the inviolable sea,
Bearing that unmatched fleet
No foeman dares to meet,
Clips round their isle his warding arms,
Safe even from war's alarms.

¹—Printed anonymously in the *London Times*, September 12, by Dr. Benjamin Sledd. See page 320

What then their cause can be?
The cause of all humanity;
The cause of those brave Belgian few
Who struggle oversea,
Not for vain meed of victory
But very home and kith and kin;
And, with the strength their fathers knew,
Undying honour win.
And theirs the cause of that fair land
Once more gripped by the iron hand
That laid her greatness low.
Dauntless she grapples with her foe,
Knowing the end will be
Not mere defeat or victory:
But risen anew her olden fame,
Or from its place blotted her very name.

But they are gone,
And all is still again.
Oh, England's youth, march surely on!
Not yours alone the foe:
The foe of all who love the right,
Of all who hate unmanly might.
With you to battle go
Goodspeeds on all the winds that blow
From mine own land beyond the main.
Not yours alone the foe:
Comes ever England's hour of woe,
Her children hear beyond the main:
The Mother will not call in vain.

**Address on the Twenty-Fifth Anniversary of the
College of Agriculture and Mechanic
Arts, October 3, 1914**

By President William Louis Poteat.

I am happy to represent the denominational colleges of the State on this interesting occasion and to present to you their felicitations upon the remarkable record of achievement and public service made by this institution in the past twenty-five years. The process of training a great people for the fine art of living is manifold, and its proper agencies and instruments are numerous and varied. Whatever strikes out a spark of light for any section of human life, whatever breaks the shackles of any capacity and appoints it its task, whether of hand or brain or heart, is a direct enhancement of life and by virtue of that ministry belongs to the noble fellowship of forces which shape the destiny of a people. "Many members, but one body. And the eye cannot say to the hand, I have no need of thee." If the denominational college stands distinctively for the man as against the business, for the supremacy of the world of ideas and ideals as against the dominion of selfish and material aims, the College of Agriculture and Mechanic Arts stands distinctively for the economic factor, which conditions, if it does not determine, all the other factors of our life. An English essayist of distinction reminds us of a maxim of the Germans, "You are what you eat"—a way of saying that not only labor but even morals, art, and all the ideal activities are but allo-tropic forms of bread and meat. Certainly, economic prosperity is the foundation of all prosperities. You must be able to make a living before you can hope to make a life.

But the achievement of this institution is not restricted to the sphere of industry. It reaches up into the sphere of morals, as all social agencies do. Many of the elements of character grow up out of the practical activities of farm and shop. It has, moreover, dignified labor by making it efficient. Science in overalls makes a wholesomely contagious spectacle. And what is equally important, overalls with science inside are too much occupied with production to appear in the ranks of discontent and anarchy.

The social situation, now become so critical as to constitute a social emergency, is making two insistent demands. I know none more important and decisive. Both of them relate to education. One is that education shall somehow recover the religious idea, the Christian standard and the Christian dynamic; the other, that education shall establish itself more firmly on the humble levels of daily human need. The poet-preacher statesman, Grundtwig, met these imperative demands and rejuvenated Denmark by the system of schools which he set going. That system combined national patriotism and intellectual arousal, religion and vocational training. The American blessing of freedom in religion, which nothing can be allowed to compromise, imposes restraint upon the State in the prescription of religious teaching. And so with us the denominational college and the technological college seek each in its distinctive way to meet the fundamental demands of the hour, but they join hands in the common struggle against ignorance and inefficiency and in the common endeavor to serve the brightening future of North Carolina.

Faculty Personals

Professor J. H. Highsmith, of the chair of Education, addressed the Wake County Educational Rally at Cary, N. C., on September 12, his subjecting being "Educational Problems." On September 23d he spoke at the dedication of the school in Mapleville, N. C., on "The School as a Social Center." October 12-14 he gave a course of lectures in a Sunday School Institute at Lexington, Va. He represented the College at the Carolina and Mt. Zion associations.

Mr. J. R. Crozier, Director of Physical Culture, spent the last week in August at Virginia Beach, accompanied by his wife and daughter Dalores.

Dr. Wilbur C. Smith of the Medical Department, is coaching the football team this fall. The first game was with A. and M. College on Saturday, October 3d.

Miss Sophie Stevens Lanneau, daughter of Prof. J. F. Lanneau, of the Department of Astronomy and Applied Mathematics, arrived in Wake Forest on August 3d, after a sojourn of seven years in Soochow, China. She will return to China in one year to take up her work again in the Baptist Mission.

Dr. W. R. Cullom returned on August 8th from a trip to the Holy Land. He was in Europe at the time of the outbreak of war, but found little difficulty in making arrangements to return to America. Dr. Cullom delivered an interesting address on "Present Day Religion in Palestine" at the monthly missionary meeting on September 20th.

Mr. Clarence D. Johns, a Wake County man, has been appointed Associate Professor of Political Science. Mr. Johns received his B.A. degree from Randolph-Macon in 1908, M.A. degree from Chicago University in June, 1911; was

a student in History in Harvard University 1912,-13; expects to complete the work for his Ph.D. degree from Chicago University in 1915.

Dr. J. Hendren Gorrell occupied the pulpit of the Baptist Church of Carthage, N. C., on August 16th, and represented the College at the Eastern and Wilmington Associations.

Since the publication of the midsummer BULLETIN President Poteat has met the following engagements: From July 7 to July 24 he was in Asheville, occupied with the work of the Special Freight Rate Commission appointed by Governor Craig; First Baptist Church, Athens, Ga., morning and evening of July 19th; Willoughby Beach, July 25th to 29th; Surry Association, Mount Airy, August 1st and 2d; Mt. Gilead, August 14-16; course of lectures on "The Physical Basis of Eugenics" at the Blue Ridge Y. M. C. A. Summer School, August 18-25; and a public address, "The Social Emergency"; Banquet of Wake County Alumni Association in Raleigh August 31st, "Our College"; Wake Forest College Y. M. C. A. September 21st, "Christianity and Culture"; attended Kings Mountain Association, September 25th; represented denominational colleges at Twenty-fifth Anniversary of the State College of Agriculture and Mechanic Arts, October 3 (address in this issue of THE BULLETIN); addressed the State Y. M. C. A. Conference at Elon College October 7th; Johnston County Teachers' Institute, Smithfield, October 11th; Washington and Lee University on occasion of "University Assembly," October 15th.

Dr. Herbert Douglas Taylor of Baltimore was appointed by the Trustees of Wake Forest College to the department of Bacteriology and Pathology to succeed Dr. J. B. Powers, Jr. Dr. Taylor was graduated from St. John's College, Annapolis, Md., in 1910, with the degree of Bachelor of

Arts; received his M.D. degree from Johns Hopkins University in 1914; was acting Superintendent of the Johns Hopkins Dispensary during the summer of 1914.

Dean Charles E. Brewer addressed the Corinth Church on Saturday, August 8th, on "The Boy Problem"; on August 16th he supplied the pulpit of Rev. R. G. Kendrick at the Forest Avenue Baptist Church in Greensboro; on August 23d he spoke on "The Laymen's Movement" at the Baptist Church at Louisburg, occupying the pulpit again at night; on August 30th he addressed the Sunday School Convention of the West Chowan Association on "The Organized Class." On September 30th he spoke at a Sunday School Rally Day at Raeford; on September 27th he was at the Vance Baptist Church near Kittrell, the subject of his address being "State Missions."

Miss Louise P. Heims, the College Librarian, spent the month of June at work in the Drexel Institute Library in Philadelphia. During July and August she was employed in the Reference Cataloguing Division of the New York Public Library.

Dr. Hubert McNeill Poteat visited New York City late in September on business connected with the edition of Cicero's letters which he completed the past summer. He gave an organ recital at Good Shepherd Church, Raleigh, September 29th, and at High Point Methodist Church, October 9th. He has reorganized the College Glee Club, and announces promising material. The most important addition to its membership is Hubert McNeill Poteat, Jr., who arrived in Wake Forest on August 8th, and will probably figure in solo work.

Dr. E. W. Sikes addressed the Montgomery County Democratic Convention on August 1st, and during the summer spoke at the following places: Rolesville, Clement Academy,

Walker's Cross Roads, Wake Union, and Harris Chapel. He attended the Central Association at Hopkins Chapel, visited the Mecklenburg-Cabarrus Association at Kannapolis on September 16th, and on September 19th attended the Neuse-Atlantic Association in New Bern, where he delivered the Moderator's address on "God's Challenge to Baptist Churches in North Carolina." He also spoke on "The Denominational College." The first week in October he made an address at Lumberton on the "Proposed Amendments to the State Constitution" and represented the College at the Union Association.

Dr. Sledd in England.—Many an old student, remembering the wistfulness that used to creep into his tones when he spoke of this Mecca of his dreams will rejoice that the Travelling Fellowship on the Kahn Foundation has made it possible for his air castles to assume definite shape.

Dr. Sledd was born, not with a silver spoon in his mouth, but with a golden key in his hand—a master key to unlock the hearts of men. And so he made new friends from the time he left Wake Forest on the twenty-sixth of June. Even in conservative Boston there was someone to wave farewell when the ship sailed away from the pier. By the time Queenstown was reached he was a favorite on board, and we are not surprised to hear that he was given a real ovation at parting. We like to think of him lying back in a steamer chair with ever-changing cloud-shadows and opalescent waves to delight his poetic soul. And how rich must have been the days that followed, when, after touching the soil of old Ireland for the first time, he browsed about through that alluring land, and thence to English lakes and Scottish highlands, visiting the homes of poets and ancient tomb and cathedral and abbey. He sat in the window of Anne Hathaway's cottage to dream of days when Anne sat in that very

window and watched for her Will. As he sat there the omnipresent American tourist rounded a corner, and a raucous voice exclaimed: "Well, if that isn't old Shake himself, sitting in that window!"

At length he reached London—and he is still in London! In the last number of the BULLETIN his itinerary was confidently outlined; Dr. Sledd was to go to Belgium after leaving England, thence up the Rhine. Alas, man proposes—the Kaiser disposes! Dr. Sledd is marooned in London, reluctant to be blown up by the mines in the hostile waters between him and Europe, yet uncertain about coming home. But he is not idle as he waits for his plans to mature. His ever ready pen, stimulated no doubt by the sight of martial preparation, gave to the world a poem which was published in the *London Times* of September 12th. He could not sign his name to this poem, but letters from all over England have flooded the *Times* office, and he writes modestly that he has made "a number of friends" since the poem was published. The editor of the *Times* invited him to visit the office and he went expecting to stay for ten or fifteen minutes. He stayed three hours, in which time the editor introduced him to the entire staff, even down to the bellboy! And we are not surprised to learn that he has been urged to come again whenever it may suit his fancy. Prominent critics have spoken in highest terms of the poem, and we are glad that it is possible for THE BULLETIN to print it in this issue, that all those who love Dr. Sledd may read and be proud.

Among the Alumni

On the 8th of June last at the session of the Georgia Bar Association, Tybee, Ga., Mr. Phillips Campbell McDuffie (LL.B., 1905), a member of the Atlanta bar, read a striking paper on "Woodrow Wilson, a Georgia Lawyer." It was a graphic and intimate account of President Wilson as an attorney in Atlanta. The paper was published in the *Savannah Press* of June 18th.

Mr. Leslie Graves Bullard (B.A., 1912) has accepted the superintendency of the city schools of Aulander, N. C.

Mr. Robert Lee Middleton ('11-'14) has accepted a position in the fire insurance business in Raleigh.

Mr. Leslie H. Campbell (B.A., 1911) was united in marriage to Miss Viola Haire, June 24, 1914. Mr. Campbell is a member of the faculty of Buie's Creek Academy.

Principal J. A. Campbell (B.A., 1911), of Buie's Creek Academy attended the summer Bible Conference at Northfield, Mass., accompanied by Mrs. Campbell.

Rev. C. W. Payseur (1902-'03) is pastor of the Cherokee Avenue Baptist Church, Gaffney, S. C. A handsome new church building was dedicated in May.

Mr. W. J. Crain (B.A., 1912) has returned to Chicago University. He expects to receive his Master's degree from that Institution next spring.

Mr. T. E. Browne (B.A., 1902) is in charge of Extension work at A. and M. College. He has established a large number of Boys' Corn Clubs throughout the State.

Mr. A. J. Bethea (M.A., '04) was nominated Lieutenant-Governor of South Carolina in August. He will succeed Mr. Charles A. Smith (B.A., '82) of Timmons ville, S. C.

Mr. Paul Rockwell ('07-'09) is in Europe fighting with the Allies.

Mr. D. M. Johnson (B.A., '14) is Assistant Principal of the Wingate High School, Wingate, N. C.

Mr. Gordon Poteat (M.A., '11) delivered a stirring address in the Wingate Memorial Hall on the evening of September 29th. His subject was "Pioneers." Mr. Poteat is Travelling Secretary of the Students' Volunteer Movement of New York City, and his territory is the entire South.

Mr. H. P. Johnson (B.A., '12) will be united in marriage on October 22d with Miss Rosa Leigh Edgerton, of Selma, N. C. Mr. Johnson is Principal of the school at Bladenboro, N. C.

Rev. Lee McBride White (B.A., '08) who for more than a year has been pastor of the Byrne Memorial Church, Albany, Ga., has accepted a call to the First Baptist Church of Monroe, N. C.

Dr. C. Evans McBrayer (B.A., 1902) who was recently advanced to the rank of Captain in the United States Army, has been transferred from Fort William H. Seward, Haines, Alaska, to a point in California. He paid a visit to the College in September on his way to New York for post graduate studies.

Mr. L. C. Williams (B.A., 1913) is Principal of the high school at Ahoskie, N. C.

Mr. E. D. Johnson (B.A., 1913) is teaching Science in the Asheville High School.

Mr. Earle B. Fowler (B.A., 1903) who held the Professorship of English in Georgetown College, Ky., will pursue his studies in Chicago University this fall.

The Wake County Alumni Association assembled at the Yarborough Hotel on Monday evening, August 31st, for

their third annual banquet. A large number of alumni were present, and the occasion was a most successful one. After the meeting was called to order by the retiring president, Dr. Charles Lee Smith, an address was delivered by the guest of honor, His Excellency Governor Locke Craig. Dr. Hubert A. Royster acted as toastmaster, and the following gentlemen responded to toasts: President Poteat, Mr. J. J. Lane, Dr. N. Y. Gulley, Rev. G. P. Bostick, a missionary to China, Dr. Jesse B. Weatherspoon, of Fort Worth, Texas, and Attorney General Bickett.

The Living Endowment Union, a plan to increase the endowment of the College, was laid before the Association and met with approval.

The following new officers were elected: President, Dr. J. R. Hunter; Vice-President, Mr. J. J. Lane; Secretary-Treasurer, Mr. N. B. Broughton; Executive Committee, Messrs. W. N. Jones, Chas. E. Brewer, with the officers of the Association.

Record

The opening address of the session was delivered on Thursday, September 3d, by Dr. Charles E. Taylor. His subject was "If I had my College Life to Live Over Again."

The enrollment to date (October 12th) is 445, which is in advance of all previous years at this season, and new students are still coming in. Every room has been taken in the new dormitory. First year men 150.

Dr. W. D. Weatherford, of Nashville, Tenn., addressed the student body on September 16th on the subject "The Economic Situation in the East as Related to Religion." At the chapel period next day he gave an inspiring address on "Leadership."

Dr. J. F. Love of Richmond, Home Secretary of the Foreign Mission Board of the Southern Baptist Convention, addressed the congregation on Sunday morning, September 6th on "Getting God's Will Done on Earth" and in the evening on "The Near Duty and the Far Duty."

The Summer Law School was the largest in the history of the College, and Dr. Gulley and Professor Timberlake are to be congratulated on the excellent record made by their men in the Supreme Court examination. Thirty-nine men received their licenses. It is said that Mr. J. Allen Adams of Greensboro, handed in a perfect paper. Mr. Adams also won the prize for Wake Forest which is provided by Chief Justice Walter Clark for the best record in the summer school. A similar prize is open to the students of the other law schools of the State. The following members of the Wake Forest Law School received license: George Lee Jarvis, of Cleveland County; William Oscar Snider, of Forsyth; Marshall Boyce Sherrin, of Union; Robert Hunt Parker, of Halifax;

Clyde Hamilton Jarrett, of Jackson; Archibald Gerard Robertson, of Virginia; Ozmer Lucas Henry, of Anson; Walter Harrison Fisher, of Sampson; Frank Jackson Schulken, of Columbus; James Arthur Strawn, of Union, Henry Clinton Strickland, of Wake; Harry Polk Johnson, of Robeson; Wade Hampton Sanders, of Johnston; William Marshall Bridges, of South Carolina; Merrill Alfred Wall, of Forsyth; Sidney Warren White, of Pasquotank; John Robert Joyce, of Rockingham; Graham Washington Duncan, of Carteret, George Octavius Marshall, of Columbus; Thomas Arrington Avera, of Nash; Beverly Townsend Sustare, of Mecklenburg; Gaither McIntyre Beam, of Person; John Herbert Nance, of Forsyth; John Alan McLeod, of Harnett; Richard Frederick Paschal, of Chatham; Tom Etheridge Gilman, of Onslow; Augustus Roy House, of Martin; Earl Preston Yates, of Wake; Grover Hayden Grindstaff, of Buncombe; James William Hollingsworth, of Franklin; Lester Washington Keith, of Wake; James Johnson Alexander, of Alexander; Grover Hunter Joyner, of Northampton; Thomas Claiborne Guthrie, Jr., of Mecklenburg; Andrew Jackson Harris, Jr., of Vance; Adrian Seymour Mitchell, of Hertford; Louis Henry Millsaps, of Mecklenburg; John Cooper Wallace, of Forsyth; Joseph Allen Adams, of Guilford.

Mr. Walter D. Holliday has been appointed Superintendent of Buildings and Grounds.

The College was represented by fifteen students in the Young Men's Christian Association State Conference at Elon College October 7 to 11, and by President Poteat.

During the summer running water was put in the dormitories of the Administration Building, and in the opening weeks of the session steam heat was installed in that building, in the new dormitory, in the Alumni Building, and in

the new church, all being supplied by a central boiler in the basement of the new dormitory.

The senior class has arranged for a series of once-a-month lectures. The first of the series was given by President Poteat on "College Loyalty" the evening of October 6th.

Early in September Rev. Hight C. Moore, editor of the *Biblical Recorder*, made a brief visit to the College in testimony of his abiding interest in it. He showed special interest in the new church building and the new dormitory, as well as in the large enrollment in spite of the prevailing financial depression. In his paper of the 16th of September he wrote: "We never turn our feet thither without emotion, or linger without enthusiasm, or come away without benediction."

The College is under lasting obligations to Professor William Harry Heck, Curry Memorial Professor of Education in the University of Virginia, for a valuable collection of books donated by him to the College Library. It comprises some 250 volumes, many of them being important recent publications in the departments of sociology, politics, and education, others English classics of the age of the Stuarts and Queen Anne, with a number of rare volumes of the drama of the period. Professor Heck received his B.A. degree from Wake Forest College in 1897 and his M.A. degree in 1899.

Announcements

Friday, October 30th, is set apart for what is to be henceforth known as "Society Day"; it is to be a regular College holiday, with a Sophomore-Junior Debate in the afternoon, and four orations by members of the Senior Class at night. After the orations a reception will be tendered by the Béréan Class. The debaters are from the Philomathesian Society, Messrs. J. G. Booe and F. M. Barnes; from the Euzeilian Society, Messrs. B. M. Boyd and W. S. Burleson. Mr. H. R. Paschal (Phi.) is president of the debate, and Mr. W. S. Clarke (Eu.) is Secretary. The query is "Resolved: That Right of Suffrage in North Carolina Should not be Restricted on Account of Sex." The orators are Messrs. R. L. Brown, G. H. King, T. A. Avera, and J. U. Teague.

The Lecture Committee, Dr. W. R. Cullom, Chairman, announces the following program for the session: Dr. Thomas E. Greene, a popular Chatauqua Lecturer; Booth Lowry, the "Blue Mountain Philosopher"; W. Powell Hale, Impersonator; the Orphean Musical Club; Dr. Henry Louis Smith, of Washington and Lee University; Dr. Henry F. Cope, of Chicago.

The spring term will open on Monday, January 4, the Christmas holidays extending from December 19th to January 3d, inclusive. Students who are prepared to enter the classes at the stage which they shall have reached at that time may enter with advantage. They should apply to Secretary E. B. Earnshaw for certificates of admission.

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The College Alumnus Conserving His Learning

Alumni Address, Wake Forest College, 1914

By CHAS. L. GREAVES, Class of 1897

Mr. President, Fellow Alumni, Ladies and Gentlemen:—

My theme for this evening is, The College Alumnus Conserving His Learning. You will please note that I am to put the emphasis on learning rather than upon education. You are familiar with the oft drawn distinction. We are sometimes told that the important thing about a college course is not what we actually learn, but the mental discipline one acquires in learning. That the mind by exercise becomes strong and versatile, and hence able to grapple with the problems of life, just as the blacksmith's arm by constant pounding of the anvil becomes brawny, and skillful with hammer and tongs. Now, it is not my purpose to take issue with this view of the disciplinary value of college training, but I do mean to take issue with the idea that what one actually learns is of little worth. Acting under the delusion that mental training is everything, and that the garnered store of learning is nothing, hundreds of college graduates begin to unload their minds just as soon as they leave the college campus. Text-books conned with infinite care go immediately to the second-hand book man. The mind so long poring over classics and science exults in its new liberty and turns eagerly to other themes. The learning acquired fades and fades, until the college man has only a confused memory of the things he once prided himself in knowing, a memory too nebulous to permit his conversing without embarrassment with true scholars, or to permit his making the most modest claim to erudition. According to the view that I am combating, the honey gathered by the bee is nothing, only the exercise of wing

in gathering it, the gold is nothing, only the engineering art developed by bringing it to the surface; the cargo nothing, only the ability of the ship to adapt itself to ocean tides and squalls; the fabric of the loom is nothing, only the smoothness and precision of the operating machine. It is safe to say that this view leads to a mental retrogression almost as lamentable as that of an old friend of mine who could not read and write. He said he once had a splendid education, but lost it all during the war!

Now, that we may be convinced that what one learns at college is worth retaining, let us make a brief survey of what a man actually knows from the course of study when he becomes a graduate. We are sometimes told that it is a very little; but too frequently it is more of systematized knowledge than a man has at any subsequent period of his life.

To begin with, the college man starts out with a very valuable knowledge of universal literature. He has stammered through the Homeric measures, and seen demi-gods battling on the windy plains of Troy. He has stood in the Areopagus and listened to the compelling eloquence of Demosthenes. He has heard the stately periods of Cicero, has lisped the melodious syllables of Virgil, Horace, and Juvenal. He has journeyed with Chaucer's pilgrims, sounded the depths of tragedy with Shakespeare, studied the varied aspects of life with the great novelists. He has compassed heaven and hell with Milton and with Dante. He has studied the pilgrim's progress toward heaven with Bunyan, and the pilgrim's progress toward hell with Goethe. He has followed the nodding plumes of King Arthur's knights with Tennyson. The college man leaves his Alma Mater baptized in the spirit of poet and prophet, and suffused with the glory of a mystic world.

In the realm of science the graduate has made real and splendid conquests. The wisest man of fifty years ago would give years of his life for a long look through the microscope and telescope and into the retorts and text-books of your modern college man. In chemistry much has been learned of the strange and marvellous ethics of the dust, and inert matter has become pregnant with living force. In physics the student claims an acquaintance with those wondrous forces which man is utilizing to sunder continents, to traverse oceans, to cause lone ships to converse with lone ships amid howling seas, to touch the goal of the frozen poles, to lay out gardens in the deserts, to erect splendid cities, to fill the translucent air with winged squadrons.

In geology the student has learned that God wrote on tables of stone long before Moses, and has read the history of the world written millenniums before there was any human hand to chronicle it. In astronomy he has watched a million worlds traversing their pathways of light, and has marked the rhythm of the singing spheres. With his microscope the college man has opened up the world at his feet and been startled to find a universe in a drop of water, or in the green scum from the pool. The divinity which the Greek found in towering mountain or majestic river he has found to reside likewise in the leaf of a tree or in a lobster's claw. In the cellular structure of a bit of tissue is a harmony as subtle as that of the stars. Even into the dread arcanum of the beginning of life he has peered, and seen the infinitesimal bit of protoplasm in the process of becoming a living soul!

In the realm of history the college man has not only stood with Herodotus gazing into the gray mists of antiquity, but he has boldly entered these mists and stood beside the man who wrote the inscription on Menes' tomb,

or graved Hammurabi's laws before Babylon's foundations were laid. He has watched the migrations of Aryans, Greeks, Goths, Spaniards, and Englishmen. He has marked the spiritual splendor of Jerusalem, has seen "the glory that was Greece and the grandeur that was Rome." He has traversed the grim centuries of the dark ages, hailed the splendor of the renaissance, and marked the crowded and significant events of our modern centuries.

In philosophy the college man has studied the wisdom of ancient porch and grove, has sat at the feet of Newton and Locke, and even lingered a while with such men as Spencer and Kant wondering if it be safe to venture with them very far on thought's uncharted seas.

Now, they sometimes tell us that a man stepping out of college into this work-a-day world with this mass of information, the result of years of patient study, is after all an ignoramus, and he has only a smattering of anything, knowing nothing thoroughly. Perhaps it is only a smattering, but you err if you consider it of little value. It was a smattering of Canaan Moses had from Pishgah, a smattering of Greece one has from Helicon, a smattering of the Alps from Mount Blanc, only a smattering of the Pacific Balboa had from Darien. Perhaps Homer had only a smattering of the Trojan war, but he combined it with his genius to form his glorious epic. With what would now be considered only a smattering of the art of navigation Columbus discovered a new world. Washington with a smattering of military knowledge achieved the liberty of his country.

The fact of the matter is this, what a man learns at college is fundamental and necessary knowledge. The very fact that it is in some respect rudimentary and primary constitutes its importance as a part of our permanent mental furnishing. Its main features we ought to retain as

complete and intact as the multiplication table. We ought to know more some day, but we cannot ever afford to get away from this. To forget what we learned at college is to shut up the temple of wisdom and throw away the key. It is to dispense with the foundation upon which a happy and symmetrical intellectual life can be reared.

However, as before stated, as soon as the college man graduates the unloading process begins. Only those facts that have become deeply fixed in memory remain. The rest can only be kept by constant reading and unremitting effort. We find that bells no longer ring to call us to study, and no relentless, quizzing professor calls us to account for our stewardship, no bit of mystic parchment is held out as the certificate of some coveted degree. So we think we really know long after we have forgotten, or we think we have passed on from childish things to a more profound knowledge, when in reality we have subsided into a profounder ignorance.

We make our second surrender in the interest of specialism. A man becomes a lawyer, doctor, preacher, business man, and immediately begins to detach himself from other interests and to throw out of his mind everything he cannot use in his special profession. Sappho's song is drowned by the rattle of the typewriter, common stones once tremulous with the music of Apollo's lyre become base stones again, the flower that once marked Aphrodite's track, a simple primrose is again, and nothing more. Where once as poets we heard deep calling unto deep we now hear only the brutal clamor of the storm. The ancient oracles have become wandering winds whispering in empty caverns. Evenings once spent in mystic association with the bards are given over to the grind of professionalism. Even the minister becomes so absorbed in ancient codices and documents that he has forgotten the thunder of universal revelation speaking through every man who has ever thought divinely.

Have you ever thought of the variety of specialists we have? A little girl entered a city school and was asked what her father's occupation was. She hesitated to answer, and her teacher had to tell her that she could not go to school unless she answered the question. The answer came, "Please miss, my father is a worm-eater." The horrified teacher asked other questions and found that the father was the specialist who made imitation worm holes in bogus antique furniture.

Gentlemen, we college men dare not thus reduce ourselves. It is written that man doth not live my bread alone, but by every word that proceedeth out of the mouth of God. This statement is capable of a much wider application than the preachers generally give it. The contrast between bread and the word of God is generally emphasized. The emphasis is well placed, but let us not miss that word *every*. God speaks in the oracles of the Holy Scriptures, but think you that all else is dumb? Nay, verily God hath His word wherever He can find voice to utter it. He has His word in history and speaks an epic in marching Americans and Englishmen quite as truly as He did in marching Jews 3,000 years ago. God has His voice in nature and speaks a sublime revelation through the small focus of your microscope. Think you God had His word for Job and David in the pale pleiads, in brilliant Arcturus, in flaming Orion; and has no message for the modern scholar who through the wonderful eye of a Lick telescope sees wonders of which the ancients never dreamed? My friends, God speaks His word to Morse or Edison or Marconi, and men call it inventive genius. He speaks His word to Michael Angelo and we call it art, to Handel and we call it music, to Tennyson and we call it poetry. He speaks through our modern wise men and we call it philosophy, through our rulers and we call it statesmanship.

Have you sometimes wondered how Moses felt when God spoke to him out of the burning bush? Why wonder? God constantly speaks to you. Have you forgotten those days long ago, when as a student you were exploring the wonder land of learning, how great discoveries leaped forth to meet you from the printed page, from the microscope or the retort? Many a time then and since have I felt like Keats when first looking into Chapman's Homer—

“Then felt I like some watcher of the skies
When a new planet swims into his ken;
Or like stout Cortez when with eagle eyes
He stared at the Pacific—and all his men
Looked at each other with a wild surmise—
Silent, upon a peak in Darien.”

Not so the rigid specialist, though permitted to eat of every tree of the garden he has chosen only one, “Specialism.” Then he sometimes wonders why God descends no more to walk with him in the cool of the evening, and why the paradise of his youth has narrowed itself down to the sordid grind of his life. To change the figure, many an old college man after conquering fair empires, withdraws himself voluntarily to the St. Helena of a swivel chair. If a minister he becomes a Simeon Stylites, and wonders why the multitude follows some robust, untrained, interesting, heretic through green fields and blooming meadows, leaving him in lonely sanctity upon his pillar.

The next enemy to the retention of college learning is the cluttered mind. There are some minds like Dr. Eliot's five foot shelf of books, orderly, comprehensive, rich; other minds are like Dr. Eliot's waste basket, full of odds and ends and trash. Minds that once conned the stately iambics of the poets, or sounded the depths of tragedy and feeling with the great novelists now find their pabulum in the dol-

lar novel. Latin and Greek classics are laid aside, and the jargon of sporting world acquired in its stead. The minister who enforces a thought with a quotation from the ancients is pronounced an intolerable pedant. Helen of Troy, Cleopatra, Guinevere, give place to Madam Evelyn of the chorus troupe. All the conquerors of antiquity are put to inglorious rout by the latest wrestler, aviator or ball player. Mutt and Jeff as masterpieces of art have displaced Michael Angelo, Billikins is more admired than the choicest product of Praxiteles' chisel. Bramante yields his place to the designer of the latest sky scraper. Shakespeare lies covered with dust while we roar with laughter over the latest shallow farce enacted at the movies. Magazines of serious import can find no sale at the news stand, while the frothy purveyors of the short story sell by the car load. Many old college men have learned to care only for the ephemeral in literature or thought. We declare that we have no time for serious study, but the Sunday paper finds it necessary to issue supplement after supplement to satisfy the eager appetite of a world that claims to be busy. Our mental dissipation in this respect reminds me of the investigator in Chicago who followed up a young Chicago sport to find out what he lived on. He began early in the morning, entering the restaurants, saloons and clubs with the gentleman under investigation. Whatever the young man bought and ate or drank, the investigator bought exactly the same and dropped it into a big jar he carried. At four o'clock in the afternoon the jar exploded! Why is it that some heads do not explode, especially since we remember the enormous expansive power of gas in a frail vessel!

Bear with me then, I pray you, while I undertake to sketch what I conceive to be the real value of college learning.

To begin with, learning is essential to the enrichment and full enjoyment of life. Some minds go around like oxen, on threshing floor, no novelty, no discovery, no adventure, only dull plodding until nerves are exhausted and interest in life is dead. The threshing floor may be an office, a store, a profession, but in the small circle the mind plods on, tearing the scant material into shreds and continuing long after the sheaves have ceased to yield grain.

Now, the mind must have novelty, the shock of new ideas, the impact of great motives. Monotony leads to worry and insanity, to madness and suicide. Moreover, the mind needs to be detached from its own work-a-day interests. With some great poet or novelist or scientist it is possible to become detached from your personal worries and perplexities. . Some great doctor has said that a dose of rhubarb the evening before would prevent nine-tenths of the suicides. A thoroughly good book the evening before would have just as salutary an effect on many troubled souls. It is this crowding, ever present, often sordid, soul-killing career that we choose and follow without ever a rest or a break that ruins us.

Now, from this standpoint how safe is the college man who has conserved his learning! He has a base of supply, a point of departure from which he can tour again old provinces of thought and always find the shock of surprise and discovery, new beauty in old paths. From the vantage ground of his learning he can make studies, campaigns or exciting dashes into new territory, and so keep ever enlarging the frontiers of his thought kingdom. Other men may have to take expensive trips, sail in flying machines, rush hither and thither to relieve a stagnant existence. But the man who has remembered what he learned can sit on his veranda and let his mind range independent of time or place. Is he worried and harassed with the petty

contentions and interests of his home village? Let him take an hour off and slip back through two or three thousand years and half way around the world and listen to the councilors and debaters of old Memphis, or Jerusalem, or Athens, or Rome. Is he disgusted with the sophistry of some modern teacher? Let him slip back and sit at Socrates' feet. The hemlock did not kill Socrates to the man who thinks, and Socrates has never lived to the man who does not think. Is he tired of the worldliness and faction in the church of his choice? Then drift back to the old temple on Salem's hill, hear the silver trumpets calling to prayer and the sons of Korah chanting Jehovah's praise. Tired of the sordidness of business? Then enlist with the crusaders and under Richard of the Lion Heart march to battle for an ideal. Tired of the humdrum? Then ride with Caesar, Alaric, Charlemagne, and you shall find adventure enough, or sail the seas with Columbus, Drake, or Magellan. Wearied with the trivial? Then linger a while with the poets and behold the light which never was on sea or land. Now, all this the man cannot do who has forgotten, he must abide his day of gray, trampling his round of worthless straw. The lover of learning is the true citizen of the world, and has a solace in every evil fortune, a variety in every good fortune.

"The helm may rust, the laurel bough may fade,
Oblivion's grasp may blunt the victor's blade;
But that bright, holy wreath which learning gives,
Untorn by hate, unharmed by envy, lives."

Another reason why the college man should conserve his learning is this, it has great practical value. Now, I know there be those who tell us that it has no practical value. But I contend that the most intensely practical man after all is the idealist. Joseph's practical brothers ministered

to their cattle and thought in terms of hides and tallow; the one dreamer in the family saved two nations from starvation. Some historians tell us that Thomas Jefferson was a visionary, a dreamer; had he not been a dreamer and run counter to the practical advice of his day, there would have been no Declaration of Independence with him as its author, no Statute of Religious Liberty in the Virginia Constitution, no University of Virginia looking back to him as its founder, no Louisiana purchase, but instead a French or English empire at our back doors.

No man can be an efficient public servant or an efficient citizen without knowing something of other ages than that in which he lives, or without knowing more than the superficial things about the age in which he lives. You cannot understand the Balkan war without going back to the tent of the camel driver of Mecca, or the Irish-Ulster problem without following the windings of church and state through more than a thousand years of history, or the Mexican situation without going back to the Aztecs and the Spanish conquerors. You cannot understand the church of which you are a member unless you study through two thousand years of church history and so find out how it came to be. A general knowledge of biology would make us both more moral and more sanitary. A knowledge of chemistry would make better cooks, better farmers. A knowledge of architecture and art would lead to a standard of taste which would no more admit some of the eye-sores we see in all our towns and cities than our moral standards will admit blatant profanity upon our street corners.

Again, our learning is important to us, fellow Alumni, because it is necessary to our self-preservation in positions of leadership and influence. The world turns to us because it thinks we know. If it finds that we do not know, it will

turn to others in spite of all our literary degrees. Some years ago it was said a minister crossed the dead-line at fifty, and Dr. Osler recommended the chloroform for every profession at forty-five. Now mark this, no man can be forced across the dead line, no man with life in him. If you are across the dead line, it is because you did not have life enough to keep from being pushed over. An Irishman visited a cemetery and read the inscription on a tomb-stone: "I still live." "Faith," said he, "if I was dead, I'd own it." When the world pronounces a man dead it generally does so after a most careful autopsy. Frequently the epitaph ought to be, "Died of mental starvation, aged forty."

Gentlemen, we college men, some of us at least, need nothing so much as a personal intellectual renaissance. Our brains need to teem with old dead ideas brought to life again, with new ideas which will come with them in splendid pomp to bear witness to the worth and dignity of the old. The individual mind frequently enjoys its classic period and its heroic age. Sometimes this is succeeded by the dark ages brought on by the invasion of the mind by the insidious demands of our profession or business, more ruthless than Goth or Vandal, pillaging the soul of all its fair treasures. When this has taken place the mind of the middle aged man cons over and over again his stock of threadbare ideas, trying in vain to combine them into new patterns of thought, and failing in this relapses into sheer professionalism. Interest in life waning, he cries out "What must I do to be saved?" The only answer is the one to the Pharisee who came to the Master by night, "Ye must be born again," only in this case it is the regeneration of the mind that must be brought about.

Now, it is entirely possible to have this renaissance, for what we learned years ago has not been really forgotten, it has been lost to sight, submerged by the tide of other

things. The old trails can be found, the old landmarks still exist. Rapid and well directed reading will bring back again the lost treasures of yesterday. The time usually given to the voluminous Sunday papers is enough to bring back the lore of poet and sage. The evenings spent in needless and nerve racking worry are enough, if spent with current scientific books and magazines, to bring back to us the fast receding light of science. The X-ray and radium and wireless telegraphy cannot of course be mastered by a novice in a few winter evenings, but they ought not to be the profound mysteries they are to the most of us. You remember Mark Twain's story of a Yankee in King Arthur's Court? The story turns on the Yankee's introducing twentieth century inventions into the ancient world to which by magic he was translated. Now, what would happen if you or I were translated to King Arthur's Court? The average college graduate of ten years standing could not construct an electric battery, could not manufacture ice, could not tell how a steam-engine is made, could not reproduce a dozen pages of poetry, and some could not relate the main historical events of the last thousand years with an explanation of their significance.

Now, the plea for letting our knowledge slip is the want of time. Yet the Bible can be read in sixty hours, and one of Shakespeare's plays will scarce occupy an evening. Five minutes with a great poet every day will lead to familiarity in a few years with the very best that the dreamers have ever written. It is not more time, but the better use of time that is needed.

You know in biology they tell us that there are two processes always going on in a living organism; the building-up process and the tearing-down process. The two processes are called anabolism and catabolism. In youth the building-up process exceeds the tearing-down process, and

so the organism is always growing stronger and stronger. Then there comes a time when for a period the processes exactly counterbalance, and at last when old age sets in catabolism gains on anabolism until the pitcher is broken at the fountain and the silver cord is loosed. Now, this same process goes on in the mind, it is the process of learning and forgetting. When we forget faster than we learn the old age of the mind has set in, and we need to have a care, for it may be a false old age, the result of bad mental habits instead of the actual decay of the mental powers. Only the prompt correction of these bad habits and an immediate intellectual renaissance can save one on the verge of such a catastrophe.

Let us then resolve to drink afresh of these Pierian springs, for it is easy here in these classic groves to rededicate ourselves to learning. Why is it that the thought of Wake Forest thrills the heart, and we have here some of the same feeling that travellers have in the great historic spots of antiquity? I profess to you, gentlemen, that when I am here I lose in a measure the sense of time and place. These groves are as Grecian to me as those in old Hellas, these walls are as Roman as the walls of the Colosseum. Not Stratford and the winding Avon would so suggest Shakespeare to me as the meandering walks of this campus. Here the very leaves and grasses seem to speak the vague mysteries of science, and here the stars hang low as on that winter evening long ago when I first saw their majesty revealed by the telescope.

Gentlemen, those of us who are nearing middle life have before us the expectation of twenty or thirty years of tremendous activity. They ought to be our most fruitful years, for we have been ripened by experience, sobered by responsibility, chastened by suffering, made confident by success; not vain ambition, but "duty, stern daughter of the

voice of God," is often to be our monitor. It depends on us whether these years just before are to be gray and monotonous, or filled with the joy and achievement of life. God gives His most serious calls to middle aged men. Some of us think God called us when we were mere stripplings, but the call then was not to the serious responsibilities which await a full orb'd man in possession of all a man's powers. Take heed to the call which comes at forty or fifty; keep your mind keen, your learning intact, your imagination vivid, your interest in life perennial and so be ready for that call which is to come. When it comes, and God speaks from some burning bush, obey.

"Had Moses failed to go,
There would have been
For him no leadership to win,
No pillared fire, no magic rod,
No wonders in the land of Zin,
No smiting of the seas, no tears
Ecstatic shed on Sinai's steep,
No Nebo with a God to keep
His burial,—only forty years
Of desert, watching with the sheep."

Report of the Trustees of Wake Forest College

Presented to the Baptist State Convention December 9, 1914

Today's session of the Baptist State Convention is of the deepest interest to the Trustees of Wake Forest College. You meet for the day at the College in the new house of the Lord for the inauguration of a new educational policy. The Board through which these eighty years you have conducted this enterprise welcomes you here with a pleasure which it never had before, and a pride which, certainly in part, is justified by what under God, with all too meager resources, we have been able to accomplish. You find here in a beautiful campus of twenty-five acres eight College buildings, with the new church made possible by your action adding incalculably to our equipment for service. The sixteen students with whom Wake Forest Institute began in 1834 are succeeded in 1914 by 446, eleven in advance of last session's enrollment; the first graduating class of four in 1839, by seventy-seven in 1913. You will discover that the increased student body is better provided for than ever before in its safeguarding against disease, in its physical comfort, and in its educational opportunity. The College Hospital with its force of trained nurse, orderly, and three available College physicians, while showing this term barely two admissions, insures to the student the best of care and attention. The new Dormitory just completed at a cost of \$40,000 houses seventy-five men under model conditions, and the old dormitories have been transformed by the introduction of steam and running water. But important as these betterments are, the chief concern of Trustees and Faculty is the teaching and guidance of the choice young men entering the College in growing numbers. Two ap-

pointments of consequence have been made to meet urgent needs in the teaching force—Dr. John W. Nowell, Master of Arts of Wake Forest and Doctor of Philosophy of Johns Hopkins, to the Associate Professorship of Chemistry, and Mr. Clarence D. Johns, graduate student of Harvard and Master of Arts of Chicago, to the Associate Professorship of Political Science. Professor Roger P. McCutcheon, Bachelor of Arts of Wake Forest and Master of Arts of Harvard, was called from the University of Minnesota faculty to conduct the department of English in the absence for a year of Dr. Benjamin Sledd and Associate Professor Jay B. Hubbell.

The spiritual needs of the students are likewise recognized in the budget and program of the College. Ninety-two per cent of them are members of churches. For their religious refreshment and renewal and for the salvation of the remaining eight per cent a remarkable succession of meetings, beginning in a special Faculty meeting and extending throughout the month of November, was led by Dr. W. R. Cullom, of the chair of the Bible. The result must be far-reaching and permanent. The College chaplain, Rev. Walter N. Johnson, will return to his work in the College and community as soon as he is relieved of the collection of funds for the new church. During his enforced absence his pulpit has been supplied mainly by Dr. Charles E. Taylor and Dr. W. R. Cullom.

The total annual budget of the College now reaches the sum of \$62,850. Of this amount the fees paid by students cover about 40 per cent. The remainder must be provided by the endowment. To say nothing of permanent improvement, enlarging patronage involves enlarging budget. Out of the urgency of this situation we appeal to the churches represented here to respond generously to the action of the Convention at the Shelby session and provide for Christian

education in their regular contributions as one of the important means for bringing in the Kingdom of our Lord.

You are asked to approve the election of T. H. King of Mt. Airy; R. A. McFarland of Scotland Neck, and W. H. Reddish of Wadesboro, as Trustees, to fill vacancies on the Board.

For the Board of Trustees of Wake Forest College.

WILLIAM LOUIS POTEAT.

Report of Committee on Plan of Placing Christian Education on the Budget of the Churches

Read by President Poteat and adopted by the Baptist State Convention in session in the new Baptist Church at Wake Forest, December 9, 1914

The Committee appointed at your last session to propose a plan for making effective the Convention's endorsement of the principle of placing Christian Education on the budget of the churches begs to submit the following recommendations:

1. That the Convention elect a Board of Education consisting of the presidents of Wake Forest, Meredith, and Chowan Colleges, together with fifteen other members, five of whom shall be elected for a term of one year, five for a term of two years, five for a term of three years, and the successors of each group for a term of three years. These fifteen members may be officially connected with institutions in the Convention system of schools, provided that of these fifteen members no institution have more than one representative on the Board.

2. That the existing Board of Education assisting young ministers and the Baptist Secondary School Board be discontinued, and all the educational interests fostered by the Convention, including Ministerial Education, be committed to the proposed Board of Education.

3. That the proposed Board of Education be authorized to standardize and to admit the schools of the Convention system of schools, but in administrative matters stand in only an advisory relation to the trustees of the institutions of the system.

4. That it be made the duty of the proposed Board of Education to request regular contributions for Christian

Education from the churches of the Convention, to collect all funds for the equipment and maintenance of Baptist institutions in North Carolina and for the assistance of young ministers, to disburse undesignated funds according to its judgment, and to apply designated funds according to the wishes of the contributors.

5. That the proposed Board of Education be authorized to secure its own Corresponding Secretary, fix his salary, and pay it out of funds in its control not otherwise designated.

6. That all reports of the colleges and schools of the Convention system be made annually to the Convention through the proposed Board of Education.

7. That the proposed Board of Education be located in Durham.

(Signed)

WM. LOUIS POTEAT,
CHARLES E. MADDY,
C. W. SCARBOROUGH,
J. J. HURT,
J. S. SNYDER,
R. T. VANN,
C. M. BEACH,
W. C. BARRETT,
R. L. MOORE,
G. E. LINEBERRY.

Faculty Personals

Dr. Edward S. Ruth, who was Professor of Anatomy in Wake Forest College for the year 1911-12, has accepted the position of Surgeon in the government service in the Philippines.

Dr. Herbert D. Taylor, of the chair of Bacteriology and Pathology, spent the Christmas holidays at his old home in Baltimore. Mrs. Taylor accompanied him.

Associate Professor Hubert A. Jones, of the Department of Mathematics, spent the holidays in New York City.

Dr. J. W. Nowell, of the Department of Chemistry, is conducting the work of the class in Bio-Chemistry.

Dr. E. W. Sikes represented the College in the Roanoke Association at Rocky Mount, October 17, and in the Robeson Association at Raft Swamp and Lumberton, October 28. He made addresses at Fayetteville January 10.

The Kosmos Club was organized the last fall term by members of the Faculty for the purpose of making the special knowledge of individuals the common possession of all the membership. Meetings are held once a month in the office of the President of the College. At the first meeting President Poteat gave a paper on "Mendelism." At subsequent meetings Dr. Charles E. Taylor gave a paper on "The Philosophy of Bergson;" Dr. George W. Paschal, a paper on "Greek Philosophy" with special reference to Plato, and Dr. Hubert Poteat, on "Roman Philosophy as Represented Mainly by Cicero and Lucretius" (January 22).

Dean Charles E. Brewer attended, January 15, the annual meeting of the trustees of the national orphanage of the Junior Order of United American Mechanics at Tiffin, Ohio.

In the revived *State Journal*, published weekly at Raleigh, N. C., by Mr. Alex. Feild, Dr. George W. Paschal, Professor of Latin and Greek, contributes the review of the week's public events.

Dr. W. R. Cullom, Corresponding Secretary pro tem. of the new Board of Education, will represent that Board and Wake Forest College in the third midwinter conference of the Southern Baptist Education Association at Nashville, Tenn., January 29-31.

Professor John F. Lanneau, of the Department of Applied Mathematics, has completed the drawings and specifications of the improved form of his "Cosmoid" and turned them over to the mechanician for the manufacture of the perfected instrument. The apparatus has been widely commended as an important help in the teaching of Astronomy. The blue-prints show the perfection of mechanical drawing.

Dr. Hubert Poteat gave during the autumn organ recitals in Raleigh (Good Shepherd Church), High Point, and Oxford, and assisted in Professor Albert Mildenburg's recital in Meredith College. Luckhardt & Belder, music publishers, of New York City, have accepted for early publication two songs by Dr. Poteat, "Lead, Kindly Light" and "Crossing the Bar."

Professor J. L. Lake, of the Department of Physics, spent the Christmas holidays with his parents in Upperville, Va.

Miss Louise P. Heims, the efficient Librarian of the College since 1911, resigned that position during the Christmas holidays to accept a position in the New York City Public Library. She was succeeded on the 15th of January by Mrs. Ethel T. Crittenden.

The new Board of Education, appointed by the Baptist State Convention in December last, to represent that body in all the educational work which it fosters, elected at its first meeting in Durham Dr. Willis R. Cullom as its Corresponding Secretary pro tempore and Dr. E. W. Sikes as Assistant Corresponding Secretary pro tempore.

After several months in London Dr. Benjamin Sledd passed over to Paris and went thence through Switzerland to Florence and Rome. His very graphic and delightful notes of a visit to the tomb of Napoleon in Paris, were read by Dr. Gorrell at a meeting of the Wake Forest Literary Circle during the holidays, at Mr. W. R. Powell's residence.

President Poteat addressed the Young Men's Christian Association of Charleston, S. C., the students of the Citadel, and the two Baptist churches of the city November 15. He was "University Preacher" at the University of Virginia, December 13. On January 8 he made an address before the North Carolina Society for Mental Hygiene and members of the General Assembly in Raleigh, and on January 14 before the State Convention of the Anti-Saloon League in Raleigh on "Legislation and Morality" (published in the *Biblical Recorder* of January 20). On January 17 he gave three addresses at Florence, S. C., to the Y. M. C. A., the Ebenezer Church, and the Second Baptist. He has accepted the invitation of the Southwestern Baptist Theological Seminary of Fort Worth, Texas, to give a course of lectures in May on the Lewis Holland Foundation.

Among the Alumni

It is pleasant to record the success of Rev. Grover Cleveland Kirksey (A.B., 1912) in winning a scholarship from the Williams Fund in the Divinity School of Harvard University. The secretary of the faculty of that school writes of "the good work done by Mr. Kirksey in his first year" there, and adds that they will "be glad to receive other students who represent Wake Forest College so worthily."

Mr. Raymond Cromwell Dunn (1900-'03), who is in successful practice of law at Enfield, N. C., was the orator of the Grand Lodge of Masons January 19. He appears to have set a new standard for that oration. At its close Hon. Francis D. Winston said in public that in an observation extending over twenty years he had not heard on that occasion so fine an address as Mr. Dunn had just delivered.

On January 12 Mr. Charles Jeter Jackson (A.B., 1909), field secretary of the Y. M. C. A. for Tennessee, married Miss Lucy Darragh Freeman, of Murfreesboro, Tenn.

Mr. Gordon Poteat (M.A., 1911) is traveling a year in the interest of the Student Volunteer Movement. He has headquarters at 910 American National Bank Building, Richmond.

The following Wake Forest men are students in Crozer Theological Seminary, Pa.: Middle class, G. N. Harward (B.A., 1913), H. G. Duncan (B.A., 1913), P. C. Stringfield (B.A., 1908); Junior class, J. L. Carrick (B.A., 1913), E. N. Thorn (B.A., 1908).

Rev. George E. Spruill (B.A., 1900) is now pastor of the Baptist church at Siler City, N. C., after several years at Fairmont, W. Va.

Mr. Gustavus Ernest Lineberry (B.A., 1897), after five years in the important position of field secretary for the Baptist Schools of North Carolina, took up his work as President of Chowan College, Murfreesboro, N. C., on the first of September, 1913. Referring to his work as field secretary, he says (*Biblical Recorder*, October 7, 1914):

"The past five years have been very pleasant ones in this field. About sixty thousand dollars has been paid on indebtedness, and raised for new buildings and equipments. The schools generally have improved their courses of study and their teaching force and easily rank among the best high schools in this State. Wake Forest and Meredith have added much to their endowment. I would not have any one infer that the work of the Secretary has by any means accomplished all this, but it has played a part in the high school work and had something to do with the work in the colleges. What seems, however, to be the finest result from the work of this department has been the kindling of interest among our people out over the State in our denominational schools."

Dr. Roswell Flack (A.B., 1901), after graduating from the Johns Hopkins Medical School in 1913, was made Physician to the Department of Welfare and Health and Deputy County Health Officer, with headquarters at Spray, N. C.

Mr. W. C. Ellis (1909-'12) was married on December 17th to Miss Ruth Ophelia Miller, of Jefferson, S. C. Mr. Ellis is in the insurance business in Cheraw, S. C.

Mr. M. Leslie Davis was married on December 1st to Miss Ruth Ivey, of Raleigh. Since his graduation in 1906 Mr. Davis has been a member of the General Assembly.

Mr. A. B. Combs (A.B., 1910, M.A., 1911) is principal of the high school in Bryson City, N. C.

Mr. C. M. Oliver ('06-'08, '13-'14) was married on the twentieth of November to Miss Nellie Perry of Summer-ville, S. C. Mr. Oliver is teaching in Effingham, S. C.

Mr. J. U. Teague, who will receive the B.A. degree next commencement, was married on November twenty-sixth to Miss Shearon of Louisburg.

Dr. O. W. King ('02-'04) is interne at the New York City Hospital on Blackwell's Island.

In response to our urgent request to send some facts about himself for the General Catalogue, now under process of revision, an interesting letter was received from Mr. Will M. Peterson ('00-'01) who is practising law in Pendleton, Oregon. He tells in a graphic way of his arrival in Enterprise, Oregon, heavily in debt and with little money in his pockets, and of how he "bearded" the County Superintendent of Schools "lion" in his den so successfully that he was allowed to begin teaching on the next Monday. He tells how he lived for the next six months, spending not a nickel unless it was absolutely necessary, meanwhile familiarizing himself with Oregon Supreme Court decisions and the statutes of the State, and learning as much as possible about the great Northwest. At the end of that time he went to Pendleton, Oregon, and entering the office of Ex-Judge J. J. Ballary, began the climb up to his present success. Mr. Peterson has been for eight years a member of the Umatilla County Democratic Central Committee, and has taken an active part in every campaign. He was one of the five presidential electors in 1912, and helped to carry Oregon for President Wilson. He was appointed by Governor West, three years ago, one of seven members of

the Judiciary Commission to make recommendations relative to the revision of the General Laws of the State of Oregon.

But Mr. Peterson has not been selfish in his successes, nor has he lost sight of the fact that there are other young men in North Carolina who are willing to strive for success. In 1905 he persuaded Mr. Samuel D. Peterson (1900-'01) of Bakersville, N. C., to come to Oregon and locate at Milton, about forty miles from Pendleton. Mr. S. D. Peterson has built up a lucrative practice and was elected to the legislature in 1910. In 1907 Mr. S. F. Wilson (LL.B., '07) was induced to come to Oregon, and Mr. Peterson speaks enthusiastically of his brilliant achievements. He and Mr. W. M. Peterson were partners for six years, after which Mr. Wilson moved to Portland. Mr. Peterson says affectionately of the man from Burnsville: "'Fred,' as he is familiarly called, has engaged in other lines of business than the law; however, he is in the active practice of the law. He is now estimated to be worth about \$100,000, has a State-wide reputation, and is on his way to brilliant success."

Mr. Emmett Robeson Wooten ('96-'97) is again serving his county of Lenoir as a member of the House of Representatives. At the opening of the Legislature he was elected Speaker of the House. And so the Wake Forest succession in that important position is extended,—Justice, Dowd, Wooten.

Dr. Joseph Conrad Watkins (B.A., '97) of Winston-Salem, N. C., writes in the *North Carolina Health Bulletin* for December an article on "The Relation of the Teeth to Health."

Rev. J. McKee Adams (B. A., '09) is pastor of the Baptist Church of Ebenezer, S. C. He married Miss Aycock of Louisburg, N. C. He has an ideal country field of two churches.

Mr. George Burton Carter ('81-'84) became associated in 1903 with the corporation of Styles and Cash, of New York City, which this year completes fifty years in the printing and stationery business. Mr. Carter was first secretary of the corporation, he is now vice-president. He had previously been connected with the *Courier-Journal* Printing Company of Louisville, Ky., and was the successful manager for some years of the *Insurance Field*, a publication of that company. His present office address is 135 West 14th Street, New York City.

Lieutenant Governor Charles A. Smith (B.A., 1882), Timmonsville, S. C., became Governor of South Carolina upon the resignation of Governor Blease a few days before the expiration of his term. In response to a letter of congratulation Governor Smith wrote President Poteat: "My term is so short that I can just speak of it in the terms of the old couplet,

Since I was so early done for,
I wonder what I was begun for.

However, it may in truth be said that Wake Forest has furnished one Governor for South Carolina."

Principal William Jackson Jones (B.A., '08) of the Pine-land School for Girls, was one of the prime movers of the model rural community movement at Salemburg, Sampson County, N. C. He is the president of the Community League, now eight months old, which has wrought so great a revolution in the section and set the standard for the organization of rural life for the entire State.

Mr. Benjamin W. Covington (1903-4) is in business in Florence, S. C., having large interests in live stock and farming.

Dr. William Benjamin Oliver ('80-'82) has returned from Mount Olive, N. C., to Florence, S. C. He began after the Christmas holidays the pastorate of the Second Baptist Church of that city.

Mr. Benjamin Frederick Ramseur (LL.B., '13), who is engaged in the practice of law at Blacksburg, S. C., is a member of the present General Assembly of South Carolina.

Mr. William Edgar Woodruff (B.A., 1902), who was compelled to give up his work as minister on account of ill health, is now resident at Phoenix, Arizona. He is one of the editors of the magazine *Arizona*, which devotes itself mainly to the portrayal of the life of the Southwest.

Mr. Richard Earl Walker (B.A., '09, M.A., '13), one of the editors of the *Winston-Salem Journal*, is the subject of "an appreciation" in the February issue of *Sky-land Magazine* by Mr. James W. Bain. Giving Mr. Walker's birth in Rowan County in 1884 and the dates of his Wake Forest degrees, Mr. Bain adds: "He was superintendent of one of the Runnymede Hosiery Mills at Wilson 1909-11, superintendent Windsor Graded Schools 1912-'13." The poems from which the critic quotes and those to which he refers have for the most part appeared in the *Journal*. Quoting some lines from "My Ruins," Mr. Bain says: "At the risk of being called extravagant I am going to say that I know of no other four lines which sum up so completely, so eloquently, the human tragedy. * * * Other poems along this line are: 'The Mire,' a bitter arraignment of the existing social order; 'The Common Doom,' portraying the victory of death over physical beauty; 'Morning, Noon, and Night,' showing the successive disillusionments of the child, the youth, and the man; and 'Love's Rosary,' dealing with life's emptiness after love is

done." Mr. Walker's technique is described as that of a careful, conscientious artist, and his verse is said to possess the qualities of splendid imagination and a wide range of thought and emotion.

Sky-Land Magazine, published at Winston-Salem by Miss Mae Lucile Smith, deals with three Wake Forest men in the February issue. Beside the article on Mr. Walker, cited in another paragraph of these notes, it has a poem on John Charles McNeill (B.A., '98, M.A., '99) by Mary Groome McNinch, and an article by Thomas Dixon (B.A., 1883) on "North Carolina in Fiction," with a full page illustration, "Thomas Dixon in His Library on Riverside Drive, at Work on His Latest Novel, 'The Foolish Virgin,' now appearing in *The Green Book Magazine*."

Rev. Charles Henry Durham (B.A., '93), who in 1914, after a successful pastorate at Lumberton, entered upon the pastorate of the Brown Memorial Church at Winston-Salem, N. C., was re-elected President of the Baptist State Convention last December.

Wake Forest College is always glad to see its sons taking the opportunities which are offered to serve the State in public life. The following gentlemen are members of the present General Assembly: Senators Walter L. Cohoon, R. B. White, R. D. Johnson, Donald McRackan, W. H. Fisher, E. F. Upchurch, F. P. Hobgood, Jr., E. B. Cloud, and C. M. Muse; Representatives John H. Vernon, F. E. Thomas, Gallatin Roberts, H. S. Williams, M. Leslie Davis, Thomas J. Hendrix, D. G. Brummit, L. H. Allred, E. R. Wooten (Speaker,) A. R. Dunning, Gray R. King, Marshall Shepherd, and C. B. Deaver.

Record

Dr. Henry F. Cope, Secretary of the Religious Education Society, gave four addresses in the College December 5 to 7.

Dr. W. D. Weatherford of Nashville, Tenn., gave an address in Memorial Hall the evening of December 11, another at chapel the next morning, and filled Mr. Johnson's pulpit Sunday morning, December 13.

Miss Sophie Lanneau, daughter of Professor John F. Lanneau, read a paper before the Missionary Society in Memorial Hall, December 13 at 7:30 p. m. Miss Lanneau is at home on her furlow after seven years in China.

By January 20 the total enrollment of the College reached 463, establishing a new record of attendance. The highest previous enrollment was 458 in the session of 1912-'13. There are fifteen new men registered this spring term.

The lecture course this session began with a series by President Henry Louis Smith of Washington and Lee University, on October 18 and 19. He was followed by Dr. Thomas E. Greene ("The Forces that Failed"), W. Powell Hale, the impersonator, Dr. Henry F. Cope of Chicago (December 6 and 7), Booth Lowry of Blue Mountain, Miss. (January 23).

Among the visiting gentlemen who have spoken in Rev. Walter N. Johnson's pulpit during his absence in collecting funds for the new church and on account of illness since the Convention, Dr. J. F. Love of Richmond, Dr. B. W. Spilman of Kinston, Rev. James B. Turner of the Southern Baptist Theological Seminary, Rev. Baylus Cade of Maiden, and Rev. David W. Herring of China may be mentioned.

According to the determination by Professor J. F. Lanneau on the basis of a record by the U. S. Geological Survey at Forestville, the height of the ground above sea level immediately in front of the administration building is 411.6 feet.

On the afternoon of Society Day, October 30, the question of Woman Suffrage was debated by Messrs. W. S. Burleson (Eu.) and F. M. Barnes (Phi.) in the affirmative, and Messrs. J. G. Booe (Phi.) and B. M. Boyd (Eu.) in the negative. The judges of the debate were, President Poteat, Dean Brewer, and Professors Highsmith, Jones, and Cullom. They decided in favor of the negative. Mr. R. F. Paschal was president of the debate, Mr. W. S. Clarke secretary. At eight o'clock in the evening the following representatives of the societies made addresses: Messrs. R. L. Brown, G. H. King, T. A. Avera, and J. U. Teague.

On Sunday afternoon, September 25, in a meeting called for that purpose, President Poteat at the request of the Faculty read a paper on "How to Make Wake Forest a More Efficient Christian College." Seventeen members of the Faculty were present and seven participated in the discussion. The effort to quicken the spiritual life of the institution was committed to Dr. Sikes, Dr. Cullom, and President Poteat. In a week after its beginning the movement, tentative at first, settled into a series of regular services in the chapel conducted by Dr. W. R. Cullom and extending over four weeks. In the number who were brought under its gracious influence and in its effect upon the people of the town, the meeting was probably unequalled in recent years.

The session of the North Carolina Baptist State Convention in the new church at Wake Forest on Wednesday, December 9, 1914, was a notable occasion. The delegates and

visitors arrived at 9:45 a. m. on a special train from Raleigh and returned at 5 p. m. Fifteen hundred persons were in the church. It was not quite finished, but was greatly admired in its tasteful decoration, compactness of plan, and beauty of proportion. The business of this day's session was all concerned with the church itself and with Christian education. Reports of the trustees of Wake Forest, Meredith, Chowan, and of the secondary schools were read and adopted, as was also the important report of the special committee appointed by the last Convention to propose a plan for organizing all the institutions fostered by the Convention and putting Christian education on the budget of the churches for regular contributions. The report of the retiring Education Board, assisting young ministers, was discussed by Dr. J. R. Sampey of the Southern Baptist Theological Seminary, and Dr. John E. White of Atlanta, made an address on Christian education. After an address by Pastor Walter N. Johnson, who had borne the burden of collecting funds for the new church, pledges were received for \$7,800, to be paid in the next sixty days. The Wake Forest community provided lavishly for the guests at luncheon in the basement of the church, and when the visitors had returned to Raleigh, invited the entire community, including the student body, to supper, when the day was concluded in the happiest of good fellowship.

Announcements

The Anniversary will fall this year on February 12. The debate at 2 p. m. will be presided over by Mr. H. D. Pegg, with Mr. V. E. Duncan as secretary. The query is: "*Resolved*, That the United States should adopt the policy of subsidizing its merchant marine engaged in foreign trade." The debaters are, Affirmative, Mr. John P. Mull and Mr. Kenneth A. Pittman; Negative, Mr. Basil M. Watkins and Mr. J. Baird Edwards. At 8 p. m. orations will be made by Mr. A. Yates Arledge, Eu., and Mr. Earl Prevette, Phi.

Dr. Cornelius Woelfkin, pastor of the Fifth Avenue Baptist Church, New York City, will preach the baccalaureate sermon the evening of May 19 and make the Annual Address on Thursday morning, May 20, of Commencement. Dr. Woelfkin was professor of Homiletics in Rochester Theological Seminary from 1906 to 1912, passing immediately from that position to his present work. He is distinguished as a lecturer and author as well as preacher.

The Alumni Address will be given at the next Commencement by Attorney-General Thomas Walter Bickett (B.A., 1890). There will be a reunion of the Class of 1890 at that time.

The Debate Council has arranged for two joint debates with Richmond College on the evening of April 2. One of the debates will be at Wake Forest and one at Richmond on the query, "*Resolved*, That all industrial disputes should be settled by compulsory arbitration." The Wake Forest team debating at Wake Forest will maintain the affirmative, the Wake Forest team debating at Richmond will maintain the negative.

NEW SERIES

APRIL, 1915

VOL. X, No. 1

BULLETIN
OF
WAKE FOREST COLLEGE



CATALOGUE
EIGHTIETH SESSION
1914-15

Published quarterly by the Trustees of Wake Forest College

Entered at Wake Forest, N. C., as second-class matter, under
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Calendar

1915

JANUARY							APRIL							JULY							OCTOBER						
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1916

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College Calendar

For Session 1915-1916

September 7—Beginning of the Session.

September 18—Applications for degrees submitted.

October 1—Last day for settlement of Tuition Fee for Fall Term.

October 2—Subjects of Senior Theses submitted.

October 23—Removal of entrance conditions.

October 29—Society Day.

November 25—Thanksgiving Day.

December 14-18—Term Tests.

December 19-January 3—Christmas Holidays.

January 4—Beginning of Spring Term.

February 2—Last day for settlement of Tuition Fee for Spring Term.

February 11—Anniversary Celebration of Literary Societies.

March 10—Examination for removal of conditions by applicants for degrees.

March 17—Removal of entrance conditions.

April 3—Last examination for removal of conditions by applicants for degrees.

Easter Monday—Holiday.

May 1—Senior Theses submitted.

May 10-17—Spring Term Examinations.

May 14—Sunday, 8:30 p. m., Baccalaureate Address.

May 17—Wednesday, 3 p. m., Annual Meeting of the Board of Trustees. 8:30 p. m., Baccalaureate Sermon.

May 18—Thursday, 11 a. m., Annual Literary Address. 8:30 p. m., Address before the Alumni; 9:30 p. m., Senior Reception.

May 19—Friday, 11 a. m. Commencement Day. Addresses by representatives of the Graduating Class and Closing Exercises of the Session.

History

Origin

During the first quarters of the 19th century there were few schools in North Carolina. The State University was the only institution of higher learning. The efforts to organize a public school system had proved futile. During this period there came into North Carolina several well trained young Baptist ministers, among whom were Samuel Wait, Thomas Meredith, and John Armstrong. They found the Baptists of the State numerous but without organization or educated leadership. Under the influence of these men was organized in 1830 the Baptist State Convention, one of whose chief purposes was the training of young men "called to the ministry." There was no school under Baptist control to which such young men could be sent. There were in the State, however, schools taught by Baptists. These young men were sent to them, and their expenses were in part borne by the Convention. The need of a Baptist school was urgent. At the second annual session of the Convention, in 1832, a committee was appointed to plan such a school.

Wake Forest Institute

This committee purchased the farm of Dr. Calvin Jones, seventeen miles north of Raleigh. It contained 615 acres and cost the sum of \$2,500, of which Dr. Jones contributed \$500. Manual labor schools were popular at that time. The Baptists of Virginia, South Carolina, and Georgia were adopting the system. The Convention committee thought that it would suit the needs of North Carolina, and upon their application the Legislature of 1833 grudgingly granted a meager charter for a manual labor and classical school under the name of "the Wake Forest Institute." Samuel

Wait was chosen Principal. The Convention placed the entire management of the property in the hands of a self-perpetuating Board of Trustees. On February 3, 1834, Principal Wait opened the Institute with sixteen students. For several years the only buildings were those of the farm. For the first year Principal Wait was the only teacher. Others were added as the institution grew. For five years the manual labor feature was continued, but without success. The number of students, however, increased rapidly for two years, reaching 143, and then fell off to 41. In 1838 the manual labor feature was abolished and the Institute was rechartered as Wake Forest College.

Beginning of the College

The equipment of the farm, the erection of a proper building, and the annual deficit made a debt that hampered the institution for its first fifteen years. The period 1837-1839 was one of financial panic. Subscriptions were not paid, patronage diminished, and the debt increased. The educational spirit was not strong enough to remove these obstacles. The Trustees, desiring none to be turned away, maintained a faculty of men well trained in the universities of the North, and continued to hope for better days. President Wait spent much of his time in the field endeavoring to collect funds to meet obligations. Money was borrowed from the Literary Fund of the State, but soon all these obligations became due. In 1849, through the efforts of James S. Purefoy, William Crenshaw, George W. Thompson, and a few other devoted friends of the College, the incubus of an increasing debt of \$20,000 was removed. Many years were yet to follow before the income would be sufficient to meet the expenses of the institution.

Faculty

The early Faculty was composed of New England men. Most of them had been graduated from Brown University while Dr. Francis Wayland was President. These men brought high ideals of scholarship and character. Others of the Faculty were graduates of Columbian College, Washington City. Even the Wake Forest Institute had a Faculty composed of graduates. Upon the resignation of President Wait, in 1845, he was succeeded by Dr. William Hooper, one of the most scholarly men in the South. Later the University of North Carolina and Wake Forest Institute contributed to the teaching force. In more recent years Johns Hopkins University, the University of Chicago, Cornell University, the University of Virginia, Columbia University, and Harvard University have furnished teachers. The Faculty now consists of nineteen professors, five associate professors, six instructors, and twenty assistants.

Administration

Samuel Wait, 1834-1845.—Samuel Wait was the only Principal of the Institute and the first President of the College. His administration covers the initial period from February, 1834, to June, 1845. His zeal and industry were untiring. It was necessary to whitewash slave cabins and use them for dormitories. Beneficent institutions were not yet popular in the State. A division in the denomination on these questions was about to take place. There was no trained ministry to uphold his hands. The manual labor idea was an experiment in the South, and the experiment had failed. There were no loyal alumni as yet to rally to the support of the institution. President Wait's influence was strong among the most enlightened and progressive, but these were relatively few. Not a few Baptists declined to patronize the institution. The growing debt suggested the

ultimate failure of the enterprise. In 1836 the enrollment reached 143, but in 1843 it had dropped to 41. In January, 1844, President Wait resigned, but his resignation was not accepted. In 1845 he resigned again, and his resignation was accepted to take effect in June, 1845. He was at once elected President of the Board of Trustees, which position he held for twenty-one years. He loved the College with a tender devotion, as is shown by his letter of resignation.

William Hooper, 1845-1849.—President Wait's successor was Dr. William Hooper, the grandson of William Hooper, signer of the Declaration of Independence, a graduate of the University of North Carolina, and a student of theology at Princeton. In 1845 he was teaching in South Carolina. The Trustees had long been anxious to have him in the College. He had taken great interest in building up the institution, and was elected the first president of the Board of Trustees. He had also been elected Professor of Moral Philosophy in 1834, but had declined. Now when the presidency was tendered him he accepted. To this position he brought polished scholarship and fine rhetorical powers, but these were not the needs at this critical juncture. What was most needed was a financier, for financial embarrassments were crippling the institution. Dr. Hooper became despondent and resigned at the end of 1848.

John B. White, 1849-1853.—Dr. Hooper was succeeded by John B. White, Professor of Mathematics and Natural Philosophy. Professor White had been with the institution for eleven years. He had been graduated from Brown, and studied law, had taught in the schools of New England, and in 1838 came to Wake Forest. President White administered the internal affairs of the institution. The finances of the College were largely entrusted to James S. Purefoy. The debt had now become acutely embarrassing—especially to men who, like William Crenshaw and

James S. Purefoy, had assumed the responsibility for its payment. It was during White's administration that relief was obtained. In 1853 President White resigned and returned to Illinois, where he took charge of an institution for girls.

Washington Manly Wingate, 1854-1879.—After the Trustees had failed to secure the services of several men elected, they chose Washington Manly Wingate President. This administration was a long one, extending to 1879, when President Wingate died. The threefold object of this administration was the raising of endowment, the abolition of the preparatory department, and the establishment of scholarships. The war interrupted these plans. The personality of the President and his gifts as preacher and man won many active friends for the College. He was the first to bring the College home to the people and place it on their hearts. He traveled and spoke much, and at the time of his death the future was hopeful. Strong men had been brought into the Faculty, but the expansion was greater than was warranted by the income. It was during this administration that Wake Forest began to be generally felt in the life of the Baptist denomination. The spirit of the President provoked no opposition; students felt the power of his personality, and its influence extended throughout the entire denomination.

Thomas Henderson Pritchard, 1879-1882.—Dr. Thomas H. Pritchard was President Wingate's successor. This administration ended in 1882. President Pritchard determined to increase the patronage of the institution, and this he did by speaking in nearly every county in the State. He found the enrollment 117, but he left it 169. Dr. Pritchard's short administration did much to popularize the cause of general education in North Carolina.

Charles E. Taylor, 1884-1905.—For the two years next following Dr. Pritchard's resignation the administrative duties of the College were discharged by Professor William B. Royall, of the chair of Greek. In 1884, Professor Charles E. Taylor, of the Latin department, was chosen President. His work for the endowment had already been reflected in the improved equipment of the institution, and his professional ability in the reorganization of courses and the elevation of standards. His administration extended from 1884 to 1905. It was probably the most notable administration in the history of the College. The work done is destined to be permanent and far-reaching. President Taylor came to Wake Forest in 1870 as an assistant in Latin and German; in 1871 he was made Professor of Latin, and in 1884 Professor of Moral Philosophy and History. He found the College with a meager endowment of \$40,000; when he left the presidency the endowment was more than \$210,000. The strong feature of his plans for endowment was the policy to secure cash rather than notes and subscriptions. He became President of the Faculty of six professors and one tutor. In 1905 the faculty numbered seventeen professors and six assistants. The enrollment increased from 161 to 328. The equipment, also, was greatly improved. The Lea Laboratory and the Gymnasium were erected, the Alumni Building was projected and the other buildings were remodeled and improved. The campus was beautified, passing from an old field of gullies and pines into a park. In accepting the presidency, Dr. Taylor had declared that he "might not make Wake Forest a large institution, but he hoped to make it a good one." How well he succeeded the loyalty of the alumni and friends speaks in strong terms.

William Louis Poteat, 1905.—Dr. Taylor resigned the presidency in 1905, and Dr. William Louis Poteat, of the

chair of Biology, was elected to succeed him. This administration is, accordingly, in its tenth year.

Endowment

During the first fifteen years of its history the College had no endowment. In 1849 the first money was given for this purpose. Mr. Barclay Powers, of Warren County, gave James S. Purefoy ten dollars for endowment. In 1852 the Trustees resolved to raise fifty thousand dollars. In October of that year W. M. Wingate, of the class of 1849, was elected agent. In two years he raised thirty-seven thousand dollars in subscriptions. By 1854 there were forty-two thousand dollars in subscriptions, with ten thousand dollars in legacies for Ministerial Education. These legacies were made by Rev. Wm. H. Merritt, of Orange County, William Warren, of Person, and John Blount, of Edenton. On some of them very little was ever realized. The affairs of the College were now in a hopeful condition, but it was realized that the method of raising endowment by the sale of perpetual scholarships did not materially improve the condition of the institution. In 1856 the Board of Trustees met in Raleigh with the Baptist State Convention and resolved to raise fifty thousand dollars of unencumbered endowment. A committee was appointed, consisting of James S. Purefoy, J. J. James, W. M. Wingate, and John Mitchell. The plans of the committee were adopted by the Board of Trustees, and when the Convention reassembled President Wingate introduced the following resolution: "Resolved, that we have heard with pleasure the plan proposed by the Board of Trustees of Wake Forest College to raise an unencumbered fund of fifty thousand dollars for the endowment of Wake Forest College." A feeling of deep and solemn interest and anxiety pervaded the entire body, as well as the crowd of spectators in the galleries of Com-

mons Hall. As the last speaker closed, C. W. Skinner, a charter member of the Board of Trustees of 1833, subscribed five thousand dollars; R. Felton five thousand; C. Wooten, C. D. Ellis, and President Wingate, a thousand each. More than twenty-five thousand dollars were subscribed in a few minutes. No more thrilling meeting was ever held in North Carolina. An old record reads: "And surely none who witnessed it can ever forget, or cease to thank God that they were permitted to witness it." Within a year John Mitchell, the general agent of the Board, was able to report that the entire amount proposed had been subscribed. In June, 1860, there had been collected and invested forty thousand and five hundred dollars. Many subscriptions had never been paid, while others were paid later in Confederate money. With the downfall of the Confederacy went a large part of the invested funds. Out of the wreck eleven thousand and seven hundred dollars were saved, largely through the financial judgment of the treasurer, James S. Purefoy. In 1875, through the work of various agents, the invested funds amounted to twenty-five thousand six hundred and thirteen dollars and fifty-nine cents. In 1876, Professor Charles E. Taylor collected in the State about \$10,000, while Mr. James S. Purefoy traveled in the North and collected \$8,949.72. By 1880 the endowment had again reached forty-six thousand dollars, as in 1861.

In November, 1882, Professor Charles E. Taylor undertook to raise the endowment to one hundred thousand dollars. Pledges were taken on the condition that they should be null and void unless the entire amount was secured in cash by January 1, 1884. On the night of December 31, 1883, the Treasurer had in hand an endowment of one hundred thousand dollars. The largest contributor to this fund was Mr. James A. Bostwick, of New York, who gave ten thousand dollars. December 31st was a notable day. All

day and far into the night came letters, checks, telegrams, and subscriptions, but the required amount in cash was not in hand. At 10 o'clock Professor Taylor, W. H. Pace, W. G. Simmons, and James S. Purefoy decided that the cash condition had not been met. They thereupon pledged their own real estate by mortgage for the payment of the \$5,000 subscribed but not yet paid in. In this way the \$100,000 were secured.

In 1885 Mr. Bostwick created the Bostwick Loan Fund for indigent young men by a gift of \$12,000. In 1886 Mr. Bostwick made a gift of \$50,000. These donations were secured through Professor Taylor, who had then become President. By May, 1890, the total investments amounted to \$174,562.65. In this year it was determined to increase this fund so that the College might meet its growing needs. Mr. Bostwick generously agreed to add one-half to whatever amount, up to \$50,000, should be raised by March 1, 1891. President Taylor took the field and secured \$26,000. In this way nearly \$40,000 were added to the endowment.

At the Baptist State Convention held in Greensboro, December, 1906, the movement to add \$150,000 to the endowment was formally launched. Professor J. B. Carlyle, of the chair of Latin, accepted at the hands of the Trustees the field agency to secure this fund. The first year completed the subscription of the whole amount and added in cash \$21,832.34 to the endowment. On the 31st of December, 1910, the limit for collections on this fund, a total of \$117,798.56 had been secured. Of this amount the General Education Board, in accordance with its original proposition made to President Poteat, contributed one-fourth, or \$29,449.64. The total endowment of the College at the last annual report of the Treasurer, April 20, 1914, was \$496,785.57. The College property, exclusive of endowment, is valued at \$188,925.

Buildings

Administration Building.—The first college building was completed in 1838,—a large, plain structure, costing \$14,000. When erected it was doubtless the best school building in North Carolina. For fifty years it was the only building and served all the purposes of the College. In its original form the north and south wings contained each twenty-four bed rooms, the central portion contained the Chapel, the lecture rooms, and the Society Halls.

In 1900 the central part was completely remodeled and refitted. It now contains the administration offices and lecture rooms for the Schools of Latin, Mathematics, Political Science, Education, and the Bible.

Library Building.—In 1878 through the munificence of Col. J. M. Heck and Mr. John G. Williams, both of Raleigh, the present Library Building was erected. The center and the lower floor of one wing are used for library and reading room. The reading room was originally equipped through the generosity of Judge Charles M. Cooke, of Louisburg. The wings contain the Halls of the Euzelian and Philomathesian Literary Societies, and the lecture room and library of the School of Law.

Wingate Memorial Hall.—On the death of President W. M. Wingate, in 1879, his friends and former pupils wished to show their appreciation of his distinguished service, and deemed a memorial building a fitting monument. This building, erected with this end in view, contains the Auditorium, Leigh Hall (small chapel), the lecture rooms of the Schools of Greek and Modern Languages, and the lecture room and laboratory of the School of Physics. The subscriptions for the erection of this building were secured by President Taylor and Rev. James S. Purefoy.

Lea Laboratory.—In 1888 the erection of a Chemical Laboratory was made possible largely through the liberality of Mr. and Mrs. Sidney S. Lea, of Caswell County. This building, containing a lecture room, private laboratory, dispensing room, specimen room, three class laboratories, and storage room, is devoted wholly to Chemistry, Bio-chemistry and Pharmacy. On its roof stands the College Observatory, in which is mounted a \$1,000 telescope.

Gymnasium.—In 1900 the Trustees ordered the erection of a Gymnasium at a cost of \$12,000. The ground floor contains bathrooms, toilets, and storage rooms; the main floor contains offices, and a room eighty by fifty feet, equipped with modern apparatus. The equipment is renewed and increased year by year.

Alumni Building.—This building, completed in 1906, is equipped for the Schools of Biology and Medicine. It is three stories in height, well lighted and arranged for laboratories and lecture rooms. The funds for its erection were secured from the alumni of the College through the agency of Professor J. B. Carlyle.

Hospital.—This building, erected in 1906, contains two wards, an operating room, a dining room, a kitchen, seven private rooms, with verandas on two-sides, above and below. Subject to the needs of the student body, outside patients are received at reasonable rates.

New Dormitory.—A thoroughly modern building costing \$40,000, with three types of rooms for seventy-five men, was opened in September, 1914.

Location

The location of the College, seventeen miles from Raleigh, in a gently rolling and healthful country, is fortunate. Four passenger trains of the Seaboard Air Line stop daily at the

College. There are six mails daily. There is long-distance telephone connection, and the express and telegraph offices are near the College buildings. The town of Wake Forest and the surrounding neighborhood are as free from bad influences as any in the country, The proximity of the College to the capital of the State affords many of the advantages, without the distractions and moral dangers, of city life.

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A. D. WARD.

*Deceased.

Faculty

WILLIAM L. POTEAT, M.A., LL.D., President,
Professor of Biology.

B.A., Wake Forest College, 1877; M.A., 1889; Graduate Student University of Berlin, 1888; Graduate Student, Woods Holl Biological Laboratory, 1893; Professor of Biology, Wake Forest College, 1883; LL.D., Baylor University, 1905; LL.D., University of North Carolina, 1906; President Wake Forest College, 1905

CHARLES E. TAYLOR, B.Litt., D.D., LL.D.,
Professor of Philosophy.

B.Litt., University of Virginia, 1870; D.D., Richmond College, 1885; LL.D., Mercer University, 1904; Professor of Latin, Wake Forest College, 1870-1883; President, *ibid.*, 1883-1905; Professor Moral Philosophy, *ibid.*, 1884.

WILLIAM B. ROYALL, M.A., D.D., LL.D.,
Professor of Greek Language and Literature.

B.A., Wake Forest College, 1861; M.A., 1866; D.D., Judson College, 1887; LL.D., Furman University, 1907; Assistant Professor, Wake Forest College, 1866-1870; Professor of Greek, *ibid.*, 1870.

BENJAMIN SLEDD, M.A., Litt.D.,*
Professor of English Language and Literature.

M.A., Washington and Lee University, 1886; Litt.D., *ibid.*, 1906; Graduate Student, Teutonic Languages, Johns Hopkins University, 1886-1887; Headmaster of Languages, Charlotte Hall School, Md., 1887-1888; Professor of Modern Languages, Wake Forest College, 1888-1894; Professor of English, *ibid.*, 1894.

CHARLES E. BREWER, M.A., Ph.D., Dean of the College,
Professor of Chemistry.

M.A., Wake Forest College, 1886; Graduate Student of Chemistry, Johns Hopkins University, 1887-1888; Ph.D., Cornell University, 1900; Professor of Chemistry, Wake Forest College, 1889; Dean of the College, 1912.

JOHN F. LANNEAU, M.A.,
Professor of Applied Mathematics and Astronomy.

Graduate South Carolina Military Academy, 1856; M.A., Baylor University, 1869; Professor of Mathematics and Astronomy, Furman University, 1866-1868; Professor of Mathematics, William Jewell College, 1868; Professor of Physics and Applied Mathematics, Wake Forest College, 1890; Professor of Applied Mathematics and Astronomy, *ibid.*, 1899.

NEEDHAM Y. GULLEY, M.A.,
Professor of Law.

M.A., Wake Forest College, 1879; LL.D., *ibid.*, 1914; Member State Legislature, 1885; Member of N. C. Code Commission, 1903-1906; Professor of Law, Wake Forest College, 1894.

*On leave of absence for session 1914-15.

J. HENDREN GORRELL, M.A., Ph.D.,

Professor of Modern Languages.

M.A., Washington and Lee University, 1890; Assistant Professor, *ibid.*, 1890-1891; Ph.D., Johns Hopkins University, 1894; Professor Modern Languages, Wake Forest College, 1894.

WILLIS R. CULLOM, M.A., Th.D., D.D.,

Professor of the Bible.

M.A., Wake Forest College, 1892; Assistant Professor Southern Baptist Theological Seminary, 1893-1896; Th.D., *ibid.*, 1903; Professor of the Bible, Wake Forest College, 1896; D.D., Richmond College, 1914.

E. W. SIKES, M.A., Ph.D.,

Professor of Political Science.

M.A., Wake Forest College, 1891; Director of Gymnasium, 1891-1893; Ph.D., Johns Hopkins University, 1897; Member of the North Carolina Senate, 1911; Professor of Political Science, Wake Forest College, 1898.

JAMES L. LAKE, M.A.,

Professor of Physics.

M.A., Richmond College, 1882; Graduate Student in Mathematics, Johns Hopkins University, 1890-1893; Professor of Natural Science, Bethel College, 1893-1896; Fellow in Physics, University of Chicago, 1896-1898; Professor of Mathematics and Physics, Ursinus College, 1898-1899; Professor of Physics, Wake Forest College, 1899.

J. HENRY HIGHSMITH, M.A.,

Professor of Education.

A.B., Trinity College, Durham, N. C., 1900; A.M., 1902; Principal Grammar School, Durham, N. C., 1901-1904; Graduate Scholar, Teachers College, Columbia University, 1904-1906; Professor of Philosophy and Bible, Baptist University for Women, Raleigh, N. C., 1906-1907; Professor of Education, Wake Forest College, 1907.

EDGAR W. TIMBERLAKE, JR., B.A., LL.B.,

Professor of Law.

B.A., Wake Forest College, 1901; Professor of English and Greek, Oak Ridge Institute, 1901-1903; LL.B., University of Virginia, 1905; Associate Professor of Law, Wake Forest College, 1906; Professor of Law, Wake Forest College, 1909.

WILLIAM TURNER CARSTARPHEN, B.A., M.D.,

Professor of Physiology.

B.A., Wake Forest College, 1897; M.D., Jefferson Medical College, 1904; Graduate Student, *ibid.*, 1910; Professor of Physiology, Wake Forest College, 1910.

GEORGE W. PASCHAL, B.A., Ph.D.,

Professor of Latin and Greek.

B.A., Wake Forest College, 1892; Graduate Student University of Chicago, 1893-1896; Fellow in Greek, *ibid.*, 1899-1900; Ph.D., *ibid.*, 1900; Associate Professor of Latin and Greek, Wake Forest College, 1906-1911; Professor of Latin and Greek, *ibid.*, 1911.

HUBERT MCNEILL POTEAT, M.A., Ph.D.,

Professor of Latin Language and Literature.

B.A., Wake Forest College, 1906; M.A., *ibid.*, 1908; Instructor in Latin, *ibid.*, 1905-1908; Drisler Fellow in Classical Philology, Columbia University, 1908-1910; Master in Latin, The Hotchkiss School, 1910-1912; Ph.D., Columbia University, 1912; Professor of Latin, Wake Forest College, 1912.

WILBUR C. SMITH, M.D.,

Professor of Anatomy.

M.D., University (Missouri) Medical College, 1903; Interne University Hospital, 1905-06 and 1906-07; Night Surgeon City Hospital, Kansas City, Mo., 1907-08; Assistant Pathologist and Bacteriologist at the new General Hospital, Kansas City, Mo., 1908-09; Assistant Superintendent State Village for Epileptic and Feeble Minded, 1909-10; Instructor in Anatomy at Bellevue Medical College, 1911-13, Studies in Embryology and Comparative Anatomy at the University of London, 1912; Studies in Surgery at Stadt-Krankenhaus, Frankfurt, A.M., Germany, 1912; Professor of Anatomy, Wake Forest College, 1913.

HERBERT D. TAYLOR, B.A., M.D.,

Professor of Bacteriology and Pathology.

B.A., St. Johns College, Annapolis, 1910; B.A. (Honorary), University of Maryland; Cancer research at Surgical Pathological Laboratory of Johns Hopkins Hospital, 1913; M.D., Johns Hopkins University, 1914; Acting Superintendent, Johns Hopkins Dispensary, Summers 1913 and 1914; Professor of Bacteriology and Pathology, Wake Forest College, 1914.

HUBERT A. JONES, M.A., LL.B.,

Associate Professor of Mathematics.

B.A., Wake Forest College, 1908; M.A., *ibid.*, LL.B., *ibid.*, 1909; Graduate Student, University of Chicago, 1910-1911; Instructor in Mathematics, Wake Forest College, 1908-1911; Associate Professor of Mathematics, *ibid.*, 1911.

JAY BROADUS HUBBELL, M.A., *

Associate Professor of English Language.

B.A., Richmond College, 1905; M.A., Harvard University, 1908; Graduate Scholar Columbia University, 1910-1911; Instructor in Latin and Greek, Bethel College, 1905-1906; Instructor in English, University of North Carolina, 1908-1909; Teacher of English and Public Speaking, High School, Columbus, Ga.; Associate Professor of English Language, Wake Forest College, 1911.

JOHN W. NOWELL, M.A., Ph.D.,

Associate Professor of Chemistry.

B.A., Wake Forest College, 1903. M.A. *ibid.*, 1903; Instructor in Chemistry, Wake Forest College, 1903-10; Ph.D. Johns Hopkins University, 1912; Instructor in Chemistry, N. C. College of Agriculture and Mechanic Arts, 1912-14; Associate Professor of Chemistry, Wake Forest College, 1914.

CLARENCE D. JOHNS, M.A.,

Associate Professor of Political Science.

B.A. Randolph-Macon College, 1903; M.A., Chicago University, 1911; Graduate Student in Harvard University, 1912-13.

*On leave of absence for session 1914-15.

ROGER P. McCUTCHEON, B.A., M.A.,†

Acting Professor of English.

B.A., Wake Forest College, 1910; M.A., Harvard University, 1912; Assistant Principal, Franklin, Va., High School, 1910-11; Graduate Student, Harvard University, 1911-13; Instructor in Rhetoric, University of Minnesota, 1913-14; Acting Professor of English, Wake Forest College, 1914.

J. RICHARD CROZIER,

Director of Physical Culture.

Director of Physical Culture, Wake Forest College, 1904; Graduate of Harvard University Summer School of Physical Education, 1913.

ELLIOTT B. EARNSHAW, B.A., M.A.,

Bursar and Secretary, Superintendent of College Hospital.

B.A., Wake Forest College, 1906; M.A., *ibid.*, 1908; Instructor in Mathematics and Acting Bursar, Wake Forest College, 1906-1907; Bursar and Secretary, *ibid.*, 1907; Superintendent of College Hospital, *ibid.*, 1911.

MRS. ETHEL T. CRITTENDEN,

Librarian.

W. RUSSELL FERRELL,

Instructor in Biology.

WILLIAM G. DOTSON,

Instructor in Chemistry.

JOHN P. MULL,

Instructor in Mathematics.

J. GRADY BOOE,

Assistant in Library.

WILLIAM S. BURLESON,

Assistant in French.

CLAUDE C. CASHWELL,

Assistant in Law.

CHARLIE C. GREGORY,

Assistant in Education.

RONALD C. GYLES,

Assistant in Physiology.

CAREY J. HUNTER, JR.,

Assistant in English.

LINWOOD S. INSCOE,

Assistant in English.

EDWARD J. KNOTT,

Assistant in Law Library.

ROY C. TATUM,

Assistant in Medical Library.

ARSOLLA C. LOVELACE,

Assistant in English.

HENRY W. G. OWENS,

Assistant in Library.

W. ALLEN RIDDICK,

Assistant in Physics.

CLYDE F. SMITH,

Assistant in Gymnasium.

HERBERT M. VANN,

Assistant in Embryology.

J. WILLARD VANN,

Assistant in Anatomy.

ERVIN L. WARD,

Assistant in Applied Mathematics.

BAHNSON WEATHERS,

Assistant in Histology.

Officers

WILLIAM L. POTEAT, *President.*

CHARLES E. BREWER, *Dean.*

ELLIOTT B. EARNSHAW, *Bursar and Secretary, and Superintendent of College Hospital.*

GEORGE W. PASCHAL, *Curator of Library.*

REV. WALTER N. JOHNSON, *Chaplain.*

MISS XANIE STOWE, *Head Nurse of College Hospital.*

WALTER D. HOLLIDAY, *Superintendent of Buildings and Grounds.*

MRS. ETHEL T. CRITTENDEN, *Librarian.*

Committees

Applications for Degrees—

Professor PASCHAL, Dean BREWER, and Bursar EARNSHAW.

Appointments—

Professors SIKES, CULLOM, HIGHSMITH, and CARSTARPHEN.

Athletics—

Director CROZIER and Professors TIMBERLAKE and PASCHAL.

Budget—

Bursar EARNSHAW and Professors GORRELL and LANNEAU.

Buildings and Grounds—

Professors GORRELL, LAKE, BREWER, TAYLOR, CROZIER and Bursar EARNSHAW.

Entrance Requirements—

Professors PASCHAL, HIGHSMITH, HUBBELL, and JONES.

Examinations—

Professors HIGHSMITH, GULLEY, and LANNEAU.

Executive—

Professors BREWER, GULLEY, and SIKES.

Lectures—

Professors CULLOM, HIGHSMITH, and H. McN. POTEAT.

Library—

Professors PASCHAL, LAKE, and SIKES.

Publication—

Professors SLEDD, TIMBERLAKE, and HUBBELL.

Catalogue of Students

Graduate

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Beam, Gaither McIntyre, B.A., M.A. (Wake Forest)...	<i>Person</i>	5
Beam, Hugh Martin, B.A., M.A. (Wake Forest), <i>Med.</i>	<i>Person</i>	5
Bridges, William Marshall, B.A. (Furman Univ.)...	<i>Spartanburg, S.C</i>	1
Davis, George Hamilton, B.A. (Wake Forest), <i>Med.</i>	<i>Wake</i>	5
Gover, Charles Hundley, B.A., M.A., LL.B. (Univ. of Va.)	<i>Henderson</i>	1
Green, Robert Byard, LL.B. (Wake Forest)	<i>Wake</i>	5
Grindstaff, Grover Hayden, LL.B. (Wake Forest)	<i>Buncombe</i>	4
Harris, Andrew Jackson, Jr. (Wake Forest)	<i>Vance</i>	5
Huggins, Maloy Alton, B.A. (Wake Forest)	<i>Marion, S. C.</i>	5
Jarvis, George Lee, LL.B. (Wake Forest)	<i>Cleveland</i>	4
Johnson, Harry Polk, B.A. (Wake Forest)	<i>Robeson</i>	4
Josey, Charles C., B.A. (Wake Forest)	<i>Halifax</i>	5
Joyner, Grover Hunter, B.A. (Wake Forest)	<i>Northampton</i>	5
Knott, Luther David, LL.B. (Wake Forest)	<i>Granville</i>	5
Langston, Henry Jerome, B.A. (Wake Forest), <i>Med.</i>	<i>Pitt</i>	6
Lewis, Richard Henry, Jr., LL.B. (Wake Forest)	<i>Lenoir</i>	4
Marshall, George Octavius, B.A. (Wake Forest)	<i>Pendcr</i>	5
Mull, William Peter, B.S. (Wake Forest)	<i>Cleveland</i>	5
Neal, John J., B.A. (Wake Forest), <i>Med.</i>	<i>Halifax, Va.</i>	5
Paschal, Richard Frederick, B.A., (Wake Forest)	<i>Chatham</i>	5
Pennell, George Clingman, LL.B. (Wake Forest)	<i>Buncombe</i>	4
Smith, Charlie George, B.A. (Wake Forest)	<i>Chatham</i>	5
Smith, Julius Clarence, B.A. (Wake Forest)	<i>Guilford</i>	6
Strawn, James Arthur, B.A. (Wake Forest)	<i>Union</i>	4
Sustare, Beverly T., B.A. (Wake Forest)	<i>Mecklenburg</i>	4
Warlick, Alfred Caldwell, B.A. (Wake Forest)	<i>Cleveland</i>	5
White, Sidney Warren, B.A. (Wake Forest)	<i>Pasquotank</i>	5
Yates, Earl Preston, B.A. (Wake Forest)	<i>Wake</i>	5

Undergraduate

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Abernethy, John Allison	<i>Mecklenburg</i>	3
Adams, Calvin Monroe	<i>Iredell</i>	3
Adams, Joseph Allen	<i>Guilford</i>	3
Alderman, James B.	<i>Chowan</i>	4

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Alderman, Jacob Leroy.....	Chowan	1
Alexander, James Johnson.....	Alexander	2
Allen, Junius LeRoy, Jr.....	Wake	4
Allen, William Merritt.....	Dillon, S. C.....	3
Andrews, James Edward (<i>Med.</i>).....	Washington	4
Apperson, Thomas Bennett, Jr.....	Forsyth	2
Arledge, Allen Yates.....	Polk	4
Arledge, Roone.....	Polk	1
Ashcraft, Frank Bickett, Jr.....	Union	3
Avera, Tom Arrington.....	Nash	4
Baldy, Francis H.....	Darlington, S. C.....	1
Banks, Exum Duval.....	Wake	1
Barnes, Furman M.....	Robeson	2
Barnes, John Herman.....	Polk, Tenn.	2
Beal, Jack.....	Nash	3
Bell, George Erick.....	Wake	2
Bennett, Ivan Loveridge.....	Brunswick	3
Best, Cecil Graham.....	Duplin	2
Biggs, Furman Kenneth.....	Robeson	1
Billings, Gilbert M.....	Wake	4
Bird, Lawrence Albert Jr.....	Wayne	3
Bivens, John A.....	Union	2
Blackman, Lonnie Elwood.....	Wayne	3
Blackmon, Stonewall Jackson (<i>Med.</i>)....	Lancaster, S. C.....	3
Blalock, Joseph Rogers.....	Halifax	1
Blanchard, Charles Wingate, Jr.....	Lenoir	2
Bobbitt, Fred Anthony.....	Warren	4
Bobbitt, James Ernest.....	Warren	3
Booe, John Grady.....	Davie	3
Booth, James Henry Ray.....	Lee	1
Bowen, I. Seavy.....	Pender	3
Boyd, Basil Manly.....	Mecklenburg	2
Braddy, George Washington.....	Bladen	2
Brassfield, James Paul.....	Wake	1
Brassfield, Leon Simpson.....	Wake	4
Braun, Milton Lau.....	Buncombe	2
Brewer, Charles Edward.....	Rockingham	1
Brewer, J. Street.....	Sampson	2
Brickhouse, Ephraim Lee.....	Tyrrell	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Britton, Robert J.....	<i>Hertford</i>	1
Britton, Roswell S.....	<i>Soochow, China</i>	1
Brown, Robert Lonnie.....	<i>Robeson</i>	4
Bryant, Hampton Gerome.....	<i>Union</i>	3
Bryson, Gerson Lewis.....	<i>Jackson</i>	1
Buckner, David Ernest	<i>Alamance</i>	2
Bullard, Marshall Peyton.....	<i>Cumberland</i>	2
✓ Burden, Henry Vernon.....	<i>Bertie</i>	1
Burden, John Carlyle.....	<i>Bertie</i>	1
Burnett, Claud Thaddeus.....	<i>Greenwood, S. C.</i>	1
Burleson, William Spurgeon.....	<i>Buncombe</i>	3
✓ Burris, Craven C.....	<i>Stanly</i>	1
Burrus, John Jernis.....	<i>Surry</i>	1
Byrd, Connie Earl.....	<i>Chatham</i>	3
✓ Call, Lonnie Ray.....	<i>Davie</i>	1
Canady, John David.....	<i>Cumberland</i>	3
✓ Canipe, John Clifton.....	<i>Catawba</i>	1
Carlton, Astor Lee.....	<i>Duplin</i>	4
Carlyle, Irving Edward.....	<i>Wake</i>	2
Carrick, Carey Walton.....	<i>Guilford</i>	4
Carroll, Fountain Williams.....	<i>Pitt</i>	3
Carson, James Elias.....	<i>Sevier, Tenn.</i>	1
Carter, Ammie Gray.....	<i>Davie</i>	3
Carter, Rupert Franklin (<i>Med.</i>).....	<i>Wake</i>	3
Cashwell, Claude Cason.....	<i>New Hanover</i>	3
Casteen, Kenan (<i>Med.</i>).....	<i>Duplin</i>	3
Causey, Roy Clayton.....	<i>Pitt</i>	3
Chambliss, Clive Ellerbe.....	<i>Wilson</i>	4
Chappell, Louis Watson.....	<i>Perquimans</i>	2
✓ Childress, Raleigh Newton.....	<i>Wake</i>	1
Clark, Guy L.....	<i>Beaufort</i>	1
Clark, Walter Edgar.....	<i>Wake</i>	1
Clarke, William Spurgeon.....	<i>Northampton</i>	3
✓ Clayton, Mark Daniel.....	<i>Transylvania</i>	1
✓ Coggins, Louie Vernon.....	<i>Chatham</i>	1
Colston, Jesse Francis.....	<i>Northampton</i>	3
✓ Corbett, Lacey Odis.....	<i>Pender</i>	3
Cousins, Albert Roy.....	<i>Meriwether, Ga.</i>	1
Covington, Benjamin McLaughlin.....	<i>Anson</i>	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Cox, Edward Blackman.....	<i>New Hanover</i>	3
Creech, Fulton Hunter.....	<i>Johnston</i>	2
Critcher, Burrill Duke.....	<i>Martin</i>	3
Crozier, J. Richard (<i>Med.</i>).....	<i>Wake</i>	5
Cullom, Edward Farmer.....	<i>Wake</i>	1
Daniel, Paul Sweany.....	<i>Granville</i>	2
Davis, Graham.....	<i>Carteret</i>	1
Davis, James Blaine.....	<i>Madison</i>	1
Davis, Jesse Howard.....	<i>Carteret</i>	1
Dawson, William Earl.....	<i>Greene</i>	1
Deitrick, William Henley.....	<i>Pittsylvania, Va.</i>	2
Denton, Ansley Leo.....	<i>Nash</i>	3
Denton, Eugene Conrady (<i>Med.</i>).....	<i>Burke</i>	2
Derby, Leslie Bunson.....	<i>Norfolk, Va.</i>	1
Dickson, William M., Jr.....	<i>Wake</i>	1
Dickson, Leonidas Polk.....	<i>Chatham</i>	2
Dotson, William Grady.....	<i>Henderson</i>	4
Dove, Jacob Grant.....	<i>Cabarrus</i>	1
Dowell, Alvis Yates.....	<i>Pitt</i>	2
Downing, William Carlyle.....	<i>Cumberland</i>	1
Downs, Posie Edgar.....	<i>Cleveland</i>	4
Duffy, John Core.....	<i>Lenoir</i>	2
Duncan, Graham Washington.....	<i>Carteret</i>	1
Duncan, Virgil Ennis.....	<i>Person</i>	4
Eaddy, George Huggins.....	<i>Williamsburg, S. C.</i> ..	1
Eddins, George Edgar.....	<i>Stanly</i>	2
Edmonson, Thomas Earl.....	<i>New Hanover</i>	1
Edwards, J. Baird.....	<i>Madison</i>	3
Edgerton, Montraville Walker.....	<i>Henderson</i>	2
Elam, William Anderson.....	<i>Wake</i>	2
Ellis, Lyle Gaffney.....	<i>Cleveland</i>	1
Ervin, William Dargan.....	<i>Spartanburg, S. C.</i> ..	1
Ferguson, Guerrant.....	<i>Rockingham</i>	4
Ferree, Arris Idyl.....	<i>Randolph</i>	3
Ferrell, William Russell.....	<i>Wake</i>	3
Fisher, Walter Harrison.....	<i>Sampson</i>	3
Foreman, Walter Thomas.....	<i>Stanly</i>	2
Foster, Howitt H.....	<i>Southampton, Va.</i>	2
Fountain, Richard Speight.....	<i>Edgecombe</i>	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Franklin, Andrew Jackson, Jr.....	Swain	1
Franks, Claude Robert.....	Towns, Ga.	2
Fryar, Claud Henry (<i>Med.</i>).....	Sampson	3
Fryar, William Smith.....	Sampson	1
Futrell, Julian Linwood, Jr.....	Northampton	1
Garcia, Filadelfo D.....	Holquin, Cuba.....	1
Gardner, James Clyde.....	Warren	2
Gatling, John Morris.....	Bertie	4
Gay, Arthur, Royall.....	Franklin	4
Gibson, Horace Wood.....	Swain	1
Gillespie, James Thomas.....	Cleveland	1
Gilman, Thomas Ethridge.....	Onslow	1
Gladney, William Beckett.....	Lincoln, La.....	1
Greene, George William.....	Buncombe	3
Gregory, Charlie C.....	Camden	3
Griffin, Roy Mason.....	Northampton	2
Griggs, William Lemuel.....	Macon	4
Guthrie, T. C., Jr.....	Mecklenburg	1
Gyles, Ronald Corbin (<i>Med.</i>).....	Barnwell, S. C.....	4
Hair, George William.....	Cumberland	2
Hair, William B.....	Bladen	2
Hall, Alexander.....	Colquitt, Ga.	3
Hall, John Franklin.....	Johnston	2
Hall, John Richard, Jr.....	Colquitt, Ga.	3
Hall, Romulus Ferdinand.....	Sampson	2
Hall, Remus James.....	Sampson	2
Hamilton, Henry Haywood.....	Harnett	2
Hampton, Henry Conrad.....	Surry	2
Hamrick, Earle A.....	Haywood	1
Hamrick, Ladd Watts.....	Cleveland	1
Hardaway, William Tyree.....	Coweta, Ga.	3
Harrell, H. B. Jr.....	Halifax	2
Harrington, William Daniel.....	Stanly	3
Harris, Cary Fletcher.....	Vance	1
Harris, Fielden Henry.....	Johnston	1
Harris, Ransom Southerland.....	Wake	1
Harris, William Albert.....	Wake	2
Hartsell, Paul G.....	Stanly	3
Harward, William Carey.....	Chatham	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Hayes, James M.....	<i>Wilkes</i>	2
Hayes, Robert Baskerville.....	<i>Halifax</i>	1
Haynes, Vance Caleb.....	<i>Surry</i>	1
Heafner, George Dewey.....	<i>Lincoln</i>	1
Heafner, Hugh Herbert.....	<i>Lincoln</i>	2
Hendrix, Lemuel Pinkston.....	<i>Davie</i>	2
Henry, Ozmer Lucas.....	<i>Anson</i>	3
Hensley, Bascombe S.....	<i>Yancey</i>	3
Hensley, Charles Albert (<i>Med.</i>).....	<i>Yancey</i>	4
Herndon, James Edward.....	<i>Cleveland</i>	1
Herndon, James Matthew.....	<i>Wake</i>	1
Herring, Carey Peele.....	<i>Pender</i>	1
Herring, Paul S.....	<i>Wayne</i>	2
Hester, George Franklin.....	<i>Mecklenburg, Va.</i> ...	1
Hester, Hubert Inman.....	<i>Columbus</i>	1
Hester, James Montgomery.....	<i>Robeson</i>	2
Hicks, Albert Plato Martin.....	<i>Lincoln</i>	1
Hobgood, Legan Henry.....	<i>Edgecombe</i>	2
Holding, Robert Powell.....	<i>Wake</i>	3
Holding, William Willis, Jr.....	<i>Wake</i>	4
Hollingsworth, James William.....	<i>Franklin</i>	2
Honeycutt, Murray Andrew.....	<i>Yancey</i>	4
Honeycutt, W. Elisha.....	<i>Yancey</i>	1
Hood, John Robinson.....	<i>Wake</i>	3
Hooper, Richard.....	<i>Towns, Ga.</i>	2
Hough, Raymon Franklin.....	<i>Stanly</i>	3
House, Augustus Roy.....	<i>Martin</i>	3
Howell, James Edward (<i>Med.</i>).....	<i>Gates</i>	4
Hudson, Charlie Franklin.....	<i>Burke</i>	3
Hudson, Esper Valentine.....	<i>Rutherford</i>	1
Hughes, Daniel Crawley.....	<i>Cleveland</i>	2
Hughes, Fanzer.....	<i>Mitchell</i>	1
Humber, John Davis.....	<i>Pitt</i>	2
Humber, Robert Lee, Jr.....	<i>Pitt</i>	1
Hunter, Carey Joseph, Jr.....	<i>Wake</i>	3
Hunter, John Pullen.....	<i>Wake</i>	2
Huntley, George Washington, Jr.....	<i>Anson</i>	3
Hutchins, Fred Strickland.....	<i>Forsyth</i>	2
Ingle, Carl Edgar (<i>Med.</i>).....	<i>Watauga</i>	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Ingram, Bennie Clayton.....	Anson	2
Ingram, Ray R.....	Stanly	3
Inscoe, Linwood Saint Clair.....	Franklin	4
Ives, Dwight Humeston.....	Moore	3
Ivey, Thaddeus, Jr.....	Wake	4
Jackson, James F.....	Forsyth	1
James, Earl Clifford.....	Surry	1
James, Robert Wesley.....	Pickens, S. C.....	1
Jarrett, Clyde Hamilton.....	Jackson	3
Johnson, Ferdie Talmage.....	Sampson	3
Johnson, John Samuel.....	Robeson	2
Johnson, Nathan Allen.....	Robeson	2
Johnson, Leonidas Lafayette.....	Sampson	2
Johnson, Victor Richardson.....	Chatham	4
Johnston, Ira Thomas.....	Ashe	3
Johnston, John Alfred, Jr.....	Halifax	2
Jolly, Daniel Monroe.....	Columbus	1
Jones, Carey Celester.....	Wake	2
Jones, Charles Wesley.....	Chesterfield, S. C....	3
Jones, Ellis Coleman.....	Jackson	3
Jones, Ernest S.....	Campbell, Tenn.....	1
Jones, James Bate.....	Cleveland	3
Jones, John Clyde.....	Union	4
Jones, Marshall Henry.....	Cumberland	4
Jones, William Bailey.....	Wake	2
Jordan, Walter Edward.....	Forsyth	1
Josey, John Napoleon.....	Halifax	2
Joyce, John Robert.....	Rockingham	1
Joyner, John Council.....	Lenoir	1
Jurney, Van Buren.....	Iredell	1
Keeter, John Byron.....	Cleveland	1
Keith, Victor Washington.....	Wake	1
Keller, Roy Lee Grante.....	Cabarrus	1
Kelly, Harry Finn.....	Vance	1
Kesler, John Malcom.....	Davidson	3
King, Goodman Harmon.....	Wake	4
Knott, Edward Judson.....	Mecklenburg, Va.	3
Lane, Herbert Elliott.....	Perquimans	3
Lassiter, George Washington.....	Bertie	4

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Lee, William Carey.....	<i>Harnett</i>	2
Lee, Wilson Henry.....	<i>Princess Anne, Va.</i> ..	2
Litchfield, Roy Lee.....	<i>Washington</i>	1
Lovelace, Arsola Crawford.....	<i>Rutherford</i>	3
Lyday, Andrew Virgil.....	<i>Transylvania</i>	1
McCann, David Paul.....	<i>Surry</i>	1
McCourry, Jeter Conelly.....	<i>Yancey</i>	4
McCourry, Roy Alonzo.....	<i>Yancey</i>	2
McCurry, Charles Myron, Jr.....	<i>Florence, S. C.</i>	1
McDuffie, Fulton Jones.....	<i>Lee</i>	2
McFayden, Aubrey Duncan.....	<i>Cumberland</i>	3
McKnight, Thomas Cuttino.....	<i>Sumter, S. C.</i>	1
McLeod, John Alan.....	<i>Harnett</i>	3
McMillan, Edwin Guy.....	<i>Scotland</i>	2
Mallard, Robert Raper.....	<i>Davidson</i>	1
Maltba, Rufus L.....	<i>Watauga</i>	3
Martin, Lester P.....	<i>Davie</i>	1
Meek, Samuel Shelby.....	<i>Ouachita, La.</i>	1
Meyer, Louis B.....	<i>Halifax</i>	1
Miller, Clarence Emmett.....	<i>Swain</i>	1
Mills, Green Titus.....	<i>Wake</i>	3
Millsaps, Louis H.....	<i>Mecklenburg</i>	1
Milton, Carl Yeomans.....	<i>Stanly</i>	1
Mitchell, Adrian S.....	<i>Hertford</i>	1
Mitchell, George Cree.....	<i>Wake</i>	1
Mitchell, Vernon Fuller.....	<i>Wake</i>	2
Mitchell, Zack P.....	<i>Bertie</i>	1
Moore, Crawford Durham.....	<i>Cleveland</i>	1
Moore, George Green.....	<i>Cleveland</i>	3
Moore, Henry Blanchard.....	<i>Anson</i>	1
Moore, Spurgeon Boone (<i>Med.</i>).....	<i>Caldwell</i>	2
Morgan, Edward Lewis.....	<i>Alamance</i>	1
Morris, Ralph Landrum.....	<i>Rutherford</i>	1
Moseley, Charles Andrew.....	<i>Guilford</i>	3
Moss, Robert Verelle.....	<i>Wilson</i>	1
Mull, John P.....	<i>Cleveland</i>	4
*Mumford, Preston Joseph.....	<i>Pitt</i>	2
Muse, Robert Glenn.....	<i>Guilford</i>	1
Myers, Benjamin Oliver.....	<i>Davidson</i>	4

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Nance, John Herbert.....	<i>Forsyth</i>	1
Newbold, Jeremiah McMullon.....	<i>Perquimans</i>	3
Newton, John Clinton.....	<i>Cleveland</i>	2
Nix, Willard Voniver.....	<i>Henderson</i>	1
Olive, B. Ray.....	<i>Wake</i>	2
Olive, Collier Carlton.....	<i>Guilford</i>	2
Olive, Hubert Ethridge.....	<i>Johnston</i>	1
Owen, Charles Spurgeon.....	<i>Buncombe</i>	1
Owen, John Fletcher.....	<i>Sampson</i>	1
Owens, Henry W. Grady.....	<i>Rutherford</i>	1
Pace, Ashley D.....	<i>Escambia, Fla.</i>	1
Pace, John Candler.....	<i>Escambia, Fla</i>	1
Page, Benjamin Randail.....	<i>Cumberland</i>	4
Page, Joseph.....	<i>Robeson</i>	1
Parker, Charles W., Jr.....	<i>Northampton</i>	1
Parker, Joseph Roy.....	<i>Hertford</i>	4
Parker, Lee.....	<i>Hertford</i>	2
Parker, Robert Hunt.....	<i>Halifax</i>	1
Parker, Spotswood Randolph.....	<i>Vance</i>	1
Paschal, Herbert Richard.....	<i>Chatham</i>	3
Paschal, Wade Hampton.....	<i>Chatham</i>	1
Pegg, Herbert Dale.....	<i>Guilford</i>	4
Pennell, James Burgin.....	<i>Buncombe</i>	1
Perry, David Russell.....	<i>Wake</i>	3
Phillips, Ernest Nicholas.....	<i>Stokes</i>	2
Pippin, Raymond Edward.....	<i>Wake</i>	1
Pittman, Kenneth Alexandria.....	<i>Franklin</i>	3
Plybon, Charles Thomas.....	<i>Franklin, Va.</i>	1
Pool, Challis Glenn.....	<i>Wake</i>	1
Pool, Jelmon Garves.....	<i>Wake</i>	2
Pope, Arthur Franklin.....	<i>Harnett</i>	2
Pope, Ernest Frederick.....	<i>Harnett</i>	2
Pope, Harry Joyner.....	<i>Halifax</i>	3
Powell, Julius Carlyle.....	<i>Duplin</i>	3
Powell, William Columbus, Jr.....	<i>Wake</i>	1
Prevette, Earl.....	<i>Wilkes</i>	4
Pritchard, Jeter McKinley.....	<i>Buncombe</i>	4
Privott, Wood.....	<i>Chowan</i>	1
Purvis, James Daniel	<i>Chesterfield, S. C.</i>	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Quillin, George S.....	Rowan	1
Randolph, Robert Lee.....	Swain	1
Redwine, Richard Kerr.....	Davie	3
Reid, Albert Clayton.....	Davidson	1
Renfro, Charles C.....	Mitchell	1
Riddick, Charles Oscar.....	Buncombe	2
Riddick, William Allen.....	Buncombe	3
Rittenhouse, George Frederick.....	Dinwiddie, Va.....	2
Rives, Robert Durham.....	DeSota, La.....	2
Roberson, Edgar Paul.....	Rockingham	1
Robertson, Archibald G.....	Augusta, Va.	1
Robertson, Davis Aydlette (<i>Med.</i>).....	Norfolk, Va.....	2
Robertson, Tilton Young.....	Norfolk, Va.	1
Roper, Paul R.....	Davidson	1
Ross, Clarence.....	Durham	2
Rowe, George Davis.....	Spottsylvania, Va....	1
Rucker, John Bunyan.....	Rutherford	2
Rudisill, Waverly A.....	Lincoln	1
Russ, Christopher Cleveland.....	Brunswick	2
Rutledge, Lonnie Ross.....	Wake	1
Sasser, Lonnie.....	Wake	2
Saunders, Wade Hampton.....	Johnston	1
Savage, John G.....	Norfolk, Va.....	2
Savage, William Vann, Jr.....	Norfolk, Va.	1
Sawyer, Clyde Spurgeon.....	Tyrrell	5
Schulken, F. J.....	Columbus	1
Sexton, Edwin Cleveland.....	Martin	4
Shanks, Henry Thomas.....	Vance	1
Sherrin, M. Boyce.....	Union	4
Singleton, Herbert James.....	Robeson	1
Sinclair, William Brookshire.....	Henderson	2
Sledd, Arthur Purefoy.....	Wake	3
Sledge, Robert F. (<i>Med.</i>).....	Forsyth	3
Smathers, Charles Crawford.....	Haywood	1
Smith, Clyde Franklin.....	Forsyth ..	4
Smith, Lellon Wray.....	Wake	6
Smith, Richard Jasper.....	Cumberland	1
Smithson, Sidney Carlton.....	Washington	1
Snider, Albert Monroe.....	Davidson	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Snider, William Oscar.....	<i>Forsyth</i>	1
Spaugh, Clarence F.....	<i>Davidson</i>	1
Speight, James A.....	<i>Bertie</i>	3
Stallings, Lawrence Tucker, Jr.....	<i>Fulton, Ga.</i>	3
Stephens, Gordon Van.....	<i>Wake</i>	3
Stevens, Charles Hadley.....	<i>Johnston</i>	2
Stevens, John A., Jr.....	<i>Sampson</i>	1
Stiles, Nimrod Harry.....	<i>Macon</i>	2
Stone, Thomas H.....	<i>New Hanover</i>	1
Strickland, Henry Clinton.....	<i>Wake</i>	3
Stringfield, Lamar E.....	<i>Madison</i>	1
Strole, Glenn Franklin.....	<i>Columbus</i>	3
Sutton, William Dovey.....	<i>Chesterfield, S. C.</i> ..	3
Sykes, Paul S.....	<i>Northampton</i>	2
Tally, Joseph Oscar.....	<i>Cumberland</i>	2
Tate, William Thomas.....	<i>Rutherford</i>	3
Tatum, Roy C. (<i>Med.</i>).....	<i>Davie</i>	3
Taylor, Walter Freeman.....	<i>Hertford</i>	2
Teague, Jackson Uriah.....	<i>Alexander</i>	4
Teague, Lloyd Washington.....	<i>Alexander</i>	1
Thomas, Cornelius.....	<i>Brunswick</i>	3
Thompson, Edgar Stinceon (<i>Med.</i>).....	<i>Robeson</i>	3
Thompson, Robert Thomas.....	<i>Wake</i>	1
Thompson, Samuel Alcott.....	<i>Wake</i>	1
Trust, George E.....	<i>Bladen</i>	2
Turner, Edwin DeLafayette.....	<i>Duplin</i>	1
Tysinger, John Ellis.....	<i>Davidson</i>	1
Underwood, Robert Earle.....	<i>Franklin</i>	4
Vann, Herbert Moffett (<i>Med.</i>).....	<i>Pittsylvania, Va.</i>	4
Vann, John Graves.....	<i>Hertford</i>	1
Vann, John Willard (<i>Med.</i>).....	<i>Pittsylvania, Va.</i>	4
Vaughan, Leonce Jr.....	<i>Darlington, S. C.</i>	1
Wall, Carroll.....	<i>Davidson</i>	1
Wallace, John Ccoper.....	<i>Forsyth</i>	1
Wallace, William S.....	<i>Davidson</i>	1
Walls, Merrill Alfred.....	<i>Forsyth</i>	1
Ward, Carey Carlyle.....	<i>Perquimans</i>	3
Ward, Ervin Lucius.....	<i>Perquimans</i>	4
Ward, James Ambrose.....	<i>Pasquotank</i>	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Ward, William Farrior.....	Craven	3
Warren, Casper Carl.....	Harnett	1
Washburn, George Fred.....	Mitchell	2
Watkins, Basil Manly.....	Wayne	4
Watkins, Elven W.....	Hardeman, Texas ..	1
Watson, Charles Norman.....	Hertford	1
Watson, Thomas Mervelle.....	Scotland	2
Weathers, Bahnson (<i>Med.</i>).....	Wake	4
Weston, Lacy Udell.....	Iredell	3
Whedbee, Edward Marcellus.....	Pasquotank	3
Whitaker, Neil Stewart.....	Wake	1
White, James Bingham.....	Bertie	1
White, John Ellington, Jr.....	Fulton, Ga.	3
White, Lodwick Henry.....	Bertie	2
White, Ransom Kelly.....	Northampton	2
White, William Ernest.....	Bertie	2
Whitehead, Seba L.....	Halifax	2
Whitehurst, Elijah Bell (<i>Med.</i>).....	Carteret	4
Whitley, Ennis Parker.....	Wake	3
Whitley, Henry Wayne.....	Wake	2
Whitley, John Baylus.....	Wake	2
Whitley, Robert LaFayette.....	Beaufort	3
Whitted, Walter Puryear.....	Alamance	2
Wilkinson, Chester Houston.....	Wake	3
Williams, Edward Jerome (<i>Med.</i>).....	Union	4
Williams, Jabez H.....	Union	2
Williams, Lonnie P. (<i>Med.</i>).....	Duplin	3
Williams, Robert Elisha.....	Mecklenburg, Va. ...	3
Williams, Wayne William.....	Swain	1
Willis, McLaurin.....	Marlboro, S. C.....	1
Wilson, Elbert Ezra.....	Sampson	2
Wilson, Percy Hocutt.....	Robeson	2
Winston, William Augustus.....	Wake	2
Witherington, Robert Southerland.....	Duplin	1
Wood, David Moses.....	Johnston	1
Woodward, David Leon.....	Duplin	1
Wooten, Frank Thomas, Jr.....	Columbus	1
Wright, James Lineberry.....	Guilford	1
Wright, Wallace Barber.....	Buncombe	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Yates, Ira Clarence.....	Wake	1
Yates, Kyle M.....	Wake	3
Total	463	

RECAPITULATION BY STATES.

North Carolina.....	409
Virginia	18
South Carolina	17
Georgia	8
Louisiana	3
Tennessee	3
Florida	2
China	1
Cuba	1
Texas	1
Total	463

Students in School of Medicine, included above, 26.

Commencement, 1914

Wednesday Evening, May 20

THE BACCALAUREATE SERMON,

Rev. George Hooper Ferris, D. D., Philadelphia, Pa.

Thursday Morning, May 21

THE LITERARY ADDRESS,

His Excellency Governor Simeon E. Baldwin, New Haven, Conn.

TWENTIETH ANNIVERSARY OF LAW SCHOOL.

Address Dean Needham Y. Gulley, Hon. John H. Kerr.

Thursday Afternoon, May 21

CLASS DAY EXERCISES.

President: A. O. Dickens.	Prophet: D. M. Johnson.
Vice-President: S. W. White.	Historian: C. W. Mitchell, Jr.
Secretary: R. F. Paschal.	Statistician: E. P. Stillwell.
Orator: C. J. Whitley.	Testator: G. C. Pennell.
Pcet: R. J. Hart.	

Thursday Evening, May 21

ALUMNI ADDRESS.

Rev. Charles L. Greaves, Hawkinsville, Ga.

Alumni Business Meeting

SENIOR CLASS RECEPTION.

Friday Morning, May 22

PRESENTATION OF MEDALS.

Euzelian:

Senior Orator's Medal, to J. F. Carter.
Junior Orator's Medal, to A. Y. Arledge.
Sophomore Improvement Medal, to K. A. Pittman.
The J. L. Allen Medal, to R. K. Redwine.
Freshman Improvement Medal, to W. T. Foreman.

Philomathesian:

Senior Orator's Medal, to A. O. Dickens.

Junior Orator's Medal, to R. H. Taylor.

Sophomore Improvement Medal, K. A. Pittman.

Freshman Improvement Medal, to B. R. Olive.

The John E. White Medal, to D. M. Johnson.

Open to All Students:

The *Student* Essay Medal, to Carey J. Hunter, Jr.

The *Student* Fiction Medal, to I. T. Johnston.

The Hubert A. Royster Medal, to R. J. Hart.

ADDRESSES BY REPRESENTATIVES OF THE GRADUATING CLASS.

W. W. Walker: "The Problem of the City."

George C. Pennell: "North Carolina's Legal Relic of Barbarism."

G. L. Jarvis: "Woman's Status in Government."

D. M. Johnson: "Anglo-Saxon Conservatism."

E. P. Yates: "America's Olive Crown."

E. P. Stillwell: "The New Chivalry."

A. D. Ward Medal presented to G. L. Jarvis.

CONFERRING DEGREES AND BACCALAUREATE ADDRESS.

By President Poteat.

Degrees

ACADEMIC

MASTER OF ARTS.

D. W. ARNETTE.	P. A. UNDERWOOD.
O. F. HERRING.	C. R. SORRELL.

BACHELOR OF ARTS.

A. S. BALLARD.	J. J. NEAL.
T. C. BRITTON, JR.	R. H. NORRIS.
C. J. CARPENTER.	W. B. OLIVER, JR.
O. P. CAMPBELL.	R. F. PASCHAL.
J. F. CARTER.	K. T. RAYNOR.
W. R. CHAMBERS.	C. F. RODWELL.
G. H. DAVIS.	N. J. SHEPHERD.
A. O. DICKENS.	H. P. SMITH.
R. B. DUCKETT,	J. E. SMITH.
W. R. FLEMING.	A. E. STEVENSON.
B. F. GILES.	E. P. STILLWELL.
L. E. GRIFFIN.	B. T. SUSTARE.
J. W. HAMILTON.	W. W. WALKER.
O. P. HAMRICK.	J. N. WALLIN.
R. J. HART.	A. C. WARLICK.
G. W. HOLLIDAY.	J. F. WATSON.
C. C. HOLMES.	S. W. WHITE.
A. W. HORTON.	C. J. WHITLEY.
C. H. JOHNSON	E. P. YATES.
D. M. JOHNSON.	O. W. YATES.
C. W. MITCHELL, JR.	

BACHELOR OF LAWS.

W. L. EDDINGER.	G. L. JARVIS.
R. B. GREEN.	G. C. PENNELL.
G. H. GRINDSTAFF.	G. B. ROWLAND.
D. R. JACKSON.	J. S. THOMAS.

BACHELOR OF SCIENCE.

L. L. JONES.

W. H. MARTIN.

J. G. LANE.

M. D. PHILLIPS, JR.

BACHELOR OF SCIENCE IN MEDICINE.

C. W. BELL.

W. P. MULL.

P. C. CARTER.

J. R. VANN, JR.

J. W. DICKIE.

I. C. PREVETTE.

H. C. DIXON.

O. L. STRINGFIELD, JR.

A. G. T. HIPPS.

C. V. TYNER.

G. M. HOLCOMBE.

HONORARY

DOCTOR OF LAWS.

NEEDHAM YANCEY GULLEY, Wake Forest, N. C.

WILLIAM JOSEPH MCGLOTHLIN, Louisville, Ky.

DOCTOR OF DIVINITY.

GUSTAVUS ARVID HAGSTROM, St. Paul, Minn.

DOCTOR OF LETTERS.

HENRY JEROME STOCKARD, Raleigh, N. C.

CLARENCE H. POE, Raleigh, N. C.

Anniversary of the Literary Societies, 1915

On February 12th the Literary Societies held their annual celebration, with the following program:

DEBATE—2:00 P. M.

H. D. Pegg, Eu., President.

V. E. Duncan, Phi., Secretary.

QUERY:

Resolved, That the United States should adopt the policy of subsidizing its merchant marine engaged in foreign trade.

Affirmative—John P. Mull, Eu., Cleveland County; Kenneth A. Pittman, Phi., Franklin County.

Negative—Basil M. Watkins, Phi., Wayne County; J. Baird Edwards, Eu., Madison County.

ORATIONS AND RECEPTION—8:00 P. M.

A. Yates Arledge, Eu., Polk County—"The Innocent Bystander, Belgium."

Earl Prevette, Phi., Wilkes County—"The Purple Peril."

MARSHALS.

P. E. Downs, Chief, Eu.

W. S. Clarke.

E. E. Wilson.

I. L. Bennett, Chief, Phi.

W. C. Harward.

F. K. Biggs.

Society Day, 1914

Society Day is to October what Anniversary is to February, and is, as the name implies, a celebration of the Literary Societies. In view of the time when it takes place—midway of the fall term, when the student feels the need of some extra stimulus to spur him along on the home stretch to Christmas—and of the weather, usually Indian Summer at its loveliest, this occasion promises to be popular.

After the orations at night, the Berean Class, comprising a large number of students, gave a delightful banquet to the visitors, the Faculty, and many of the citizens of Wake Forest. It is probable that this banquet will each year give the crowning touch to Society Day.

Program

JUNIOR-SOPHOMORE DEBATE, 3:00 P. M.

H. R. PASCHAL, Phi.
President.

W. S. CLARK, Eu.
Secretary.

QUERY:

Resolved: That the right of Suffrage in North Carolina should not be restricted on account of sex.

AFFIRMATIVE.

W. S. BURLESON, Eu.
Buncombe County

FURMAN M. BARNES, Phi.
Robeson County.

NEGATIVE.

J. GRADY BOOE, Phi.
Davie County.

BASIL M. BOYD, Eu.
Mecklenburg County.

ORATIONS, 7:30 P. M.

G. H. KING, Eu.
Wake County.

"Universal Peace."

R. L. BROWN, Phi.
Robeson County.
"The Rural Problem."

J. U. TEAGUE, Eu.
Alexander County.

"Finding Yourself."

THOMAS A. AVERA, Phi.
Nash County.
"Humanizing the Law."

MARSHALS.

KYLE M. YATES, Phi., Chief
J. S. BREWER,
E. D. BANKS.

J. M. KESLER, Eu., Chief
J. A. WARD.
R. G. MUSE.

SUBJECTS ACCEPTED FOR ADMISSION

SUBJECT	TOPICS	Units
English 1	English Grammar, Rhetoric and Composition	1
English 2	Critical Study of Specimens of English Literature	2
Mathematics 1(a)	Algebra to Quadratic Equations	1
Mathematics 1(b)	Quadratics, Progressions and the Binomial Formula	$\frac{1}{2}$
Mathematics 2	Plane Geometry	1
History 1	General History	1
History 2	Mediæval and Modern European History	1
History 3	English History	$\frac{1}{2}$
History 4	American History	$\frac{1}{2}$
Latin 1	Grammar, Composition and Translation	1
Latin 2	Cæsar's Gallic War, I-IV; Grammar; Composition	1
Latin 3	Cicero's Orations (6); Grammar; Composition	1
Latin 4	Vergil's Æneid, I-VI; Grammar; Composition	1
Greek 1	Grammar; Composition	1
Greek 2	Xenophon's Anabasis, I-IV	1
German 1	Elementary Grammar, Composition, and Translation	1
French 1	Elementary Grammar, Composition, and Translation	1
Science 1	Physical Geography	$\frac{1}{2}$
Science 2	Physiology	$\frac{1}{2}$
Science 3	Physics	$\frac{1}{2}$
Science 4	Botany	$\frac{1}{2}$

Matriculation

Candidates for admission must be at least fifteen years of age and be able to furnish satisfactory testimonials of good moral character; if coming from other incorporated institutions, they must be able to present certificates of honorable dismissal.

In matriculating the following order must be observed:

1. Consultation with the Committee on Entrance requirements.
2. Payment of fees in the Bursar's office the first day of the term.

No student is allowed to enter any class until he has completed his matriculation in the order specified.

Requirements for Admission

Students bearing the prescribed certificates of accredited academies will be admitted into the classes of the College without examination. Examinations, the scope of which is indicated below, will be required of all other students.

Entrance requirements are designated in terms of units. A unit represents a high school course extending throughout the school year with five periods weekly of not less than three-quarters of an hour each.

A minimum of fourteen units is required for admission to the College. Twelve and a half of these units are prescribed, as follows:

- English, 3 units;
- Mathematics, 2 1-2 units;
- Languages other than English, 4 units;
- History, 2 units;
- Science, 1 unit.

For the B.A. degree and for the B.S. degree in Medicine, with the exceptions noted in the next paragraph, the four units of Languages other than English must be Latin; for the B.S. degree in General Science and in Engineering, two of the units must be Latin and two Modern Languages.

For the B.A. degree in Civics and the B.S. degree in Medicine the student who elects Latin in the studies prescribed for the first two years of college work must present four units of entrance work in Latin. The student who does not elect Latin must satisfy the professors of the Latin department that his preparatory work in this subject has been satisfactorily done. A student who is a candidate for a degree in either Civics or Medicine may present one unit each of French and German in place of the last two units of entrance work in Latin.

The one and a half remaining units are elective, and may be chosen from any of the other academic studies given below or from any subject required for a diploma in an accredited high school; or they may be made up from advanced work offered in any of the prescribed studies given above.

Conditions

Students are urged to complete their preparation before coming to the College. A candidate may be admitted even though he has some deficiencies in preparation, but no student is received who is conditioned on more than four units of entrance work, nor will any be allowed to remain in College more than two years with entrance conditions, of which as many as possible must be met the first year.

To enable students to remove deficiencies in preparation one class each in Mathematics, French, German, Greek, and Latin, are for the present retained under the supervision of members of the Faculty.

English

Preparation in English should keep two ends in view: (1) The ability to speak and to write the language readily and correctly; (2) The ability to read with intelligence and appreciation.

1. *Grammar and Rhetoric.* 1 unit.

This course is required for admission into any college class.

The candidate must, first of all, be able to spell, capitalize, and punctuate correctly. He must further show a practical knowledge of English grammar, including inflection, syntax, and sentence structure; and familiarity with the elementary principles of rhetoric, including paragraph structure, narration, and description.

No candidate will be accepted in English whose work is seriously defective in point of spelling, punctuation, grammar, or division into paragraphs.

2. *Reading.* 2 units.

The candidate will be required to present evidence of a general knowledge of the subject matter of the books read and studied, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression.

For 1915-1916

A minimum of fifteen books is required. In this number there should be at least three plays from Shakespeare, including *Julius Cæsar* and *The Merchant of Venice*, which are required; eight books of prose; and four of poetry, beside Shakespeare. In the total number required for admission,

no more than four books should be offered from each group. Books are grouped according to year to assist teachers in planning secondary courses in English. The sixteen books italicized are especially desired because a knowledge of these is almost indispensable in all college courses in English.

FIRST YEAR.

Prose.—(1) Defoe's *Robinson Crusoe*; (2) Scott's *Ivanhoe*; (3) Bunyan's *Pilgrim's Progress*; (4) Stevenson's *Treasure Island*.

Poetry.—(1) Coleridge's *Ancient Mariner*; Lowell's *The Vision of Sir Launfal*, and Goldsmith's *Deserted Village*; (2) Shakespeare's *The Merchant of Venice*; (3) Longfellow's *The Courtship of Miles Standish* and Whittier's *Snowbound*; (4) Macaulay's *Lays of Ancient Rome* and Arnold's *Sohrab and Rustum*; Longfellow's *Evangeline*.

SECOND YEAR.

Prose.—(1) George Eliot's *Silas Marner*; (2) Bulfinch's *Age of Fable*; (3) Irving's *Sketch Book*; (4) Parkman's *The Oregon Trail*; (5) Franklin's *Autobiography* (condensed); (6) Scott's *The Talisman*; (7) Cooper's *The Last of the Mohicans*; (8) Hughes' *Tom Brown's School Days*.

Poetry.—(1) Shakespeare's *Julius Cæsar*; (2) Scott's *The Lady of the Lake*; (3) *The Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; (4) *The Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XVII, XXI.

THIRD YEAR.

Prose.—(1) Addison and Steele's *Sir Roger de Coverley Papers* in the *Spectator*; (2) *The Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; (3) Macaulay's *Life of Johnson*; (4) Blackmore's *Lorna Doone*; (5) Swift's *Gulliver's Travels*; (6) Poe's *Prose Tales*; (7) Prescott's *Conquest of Mexico* (condensed); (8) Bulwer-Lytton's *The Last Days of Pompeii*; (9) Southey's *Life of Nelson*.

Poetry.—(1) 100 pages of *Selected English Poems*; (2) Shakespeare's *Twelfth Night*; (3) *As You Like It*; (4) Poe's *Selected Poems*.

FOURTH YEAR.

Prose.—(1) Goldsmith's *The Vicar of Wakefield*; (2) Scott's *Quentin Durward*; (3) Dickens's *A Tale of Two Cities*; (4) David Copperfield; (5) Webster's First Bunker Hill Oration; (6) Washington's Farewell Address; (7) Carlyle's *Heroes and Hero Worship*; (8) Hawthorne's *Twice Told Tales*; (9) Ruskin's *Sesame and Lilies*.

Poetry.—(1) Shakespeare's *Macbeth*; (2) *Romeo and Juliet*; (3) Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; (4) Milton's *Comus*, *L'Allegro*, and *Il Penseroso*; (5) Palgrave's *Golden Treasury*; (6) 100 pages of Browning's *Shorter Poems*.

Latin

I. Amount and Range of Preparatory Work Required

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, shall be not less in *amount* than Cæsar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil, *Æneid*, I-VI.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar, Gallic War and Civil War; Nepos, *Lives*; Cicero, *Orations*, *Letters*, and *De Senectute*; Sallust, *Catiline* and *Jugurthine War*; Vergil, *Bucolics*, *Georgics*, and *Æneid*; Ovid, *Metamorphoses*, *Fasti*, and *Tristia*.

The following credits are given:

(a) GRAMMAR AND COMPOSITION.—Mastery of forms, vocabularies, principal parts of verbs, idioms and rules of syntax found in such beginners' books as Potter's, D'Ooge's, Inglis and Prettyman's, and Bennett's; also ability to write simple Latin prose based on the vocabularies and rules of syntax given in these books. 1 unit.

(b) CÆSAR.—Gallic War. One complete year, 5 recitations a week, covering three to five books of the text, with composition and grammar. 1 unit.

(c) CICERO.—Orations for the Manilian Law and for Archias and three or four other orations. Twenty-five pages of the letters may be substituted for one oration. Composition and grammar, 1 year, 5 recitations a week. 1 unit.

(d) SALLUST.—Catiline and Jugurthine War, with composition and grammar. $\frac{1}{2}$ year, 5 recitations a week. $\frac{1}{2}$ unit.

(e) NEPOS.—Lives, with composition and grammar. 5 recitations a week. $\frac{1}{2}$ year, $\frac{1}{2}$ unit; 1 year, 1 unit.

(f) VERGIL.—Æneid, five or six books with prosody, composition and grammar. The Bucolics and the Georgics in whole or in part may be substituted for an equivalent amount of the Æneid. 1 complete year, 5 recitations a week. 1 unit.

(g) OVID.—Selections from the *Metamorphoses*, *Fasti*, and *Tristia*, with prosody, composition and grammar. $\frac{1}{2}$ year, 5 recitations a week. $\frac{1}{2}$ unit.

(h) CICERO.—*De Senectute*, with composition and grammar. $\frac{1}{2}$ year, 5 recitations a week. $\frac{1}{2}$ unit.

II. Subjects and Scope of the Examinations

1. *Translation at Sight.* Candidates who do not present satisfactory certificates will be examined in translation at sight of both prose and verse. The vocabulary, construction, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, Oration for the Manilian Law and Oration for Archias; Vergil, Æneid, I, II, and either IV or VI at the option of the candidate, with questions on subject matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition.* The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and

the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

Suggestions Concerning Preparation

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from the form and position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practiced.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition, during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

Greek

1. Xenophon's *Anabasis*, Book I, chaps. i-viii. The candidate will be expected to show a thorough mastery of forms, constructions and idioms such as are found in the prescribed portion of Xenophon, and to be able to write at sight simple Attic prose. 1 unit. Required for entrance to Greek 1.

2. *Anabasis*, Books II-IV, or Books II-III of the *Anabasis* and one book of Herodotus. The candidate will be expected to be able to write prose based on the vocabulary and constructions of the *Anabasis*. 1 unit.

Mathematics

1. *Algebra*. 1 1-2 units.

Knowledge of Elementary Algebra and of College Algebra (each studied one year) as far as logarithms, including factoring, common divisors, fractions, involution and evolution, theory of exponents, radicals, quadratics, progressions, and the binomial theorem.

2. *Geometry*. 1 unit.

Five Books of Plane Geometry.

Modern Languages

German. 1 unit.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and elementary principles of syntax; (3) the reading of not less than 150 pages of easy German prose and verse.

French. 1 unit.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and the elementary principles of syntax; (3) the reading of not less than 150 pages of easy French prose.

Political Science

Geography.

In the preparation of students for the study of history, special emphasis should be placed on geography. The drawing of maps and the tracing of campaigns are very important. Both physical and political geography should receive attention. The student should be able to draw the maps usually found in school histories.

General History. 1 unit.

Thorough drill in the great events of the historic nations of the world. For Ancient History: Goodspeed's "History of the Ancient World" or West's "Ancient History" or Myers' "Ancient History." For Medieval and Modern History: Myers' "Medieval and Modern History." However, any good text-book on General History, of not less than 500 pages, will be accepted.

English History. 1-2 unit.

The student should be familiar with the leading events in English History, such as may be found in Cheney's "A Short History of England."

United States History. 1-2 unit.

The student should be familiar with the history of the United States as told in a text-book of not less than 300 pages.

Science

Physical Geography. 1-2 unit.

The entrance requirements in this subject include such elementary knowledge as may be obtained from a text-book like Tarr and McMurray's "New Physical Geography."

Physiology. 1-2 unit.

Preparation in human physiology should embrace the knowledge of the gross structure of the chief organs of the

body and their functions in health, together with the general principles of personal and public hygiene. Such a book as Martin's "Human Body," Elementary Course, might be used in this course. No credit can be given for work in elementary physiology done in the grammar school grades.

Zoology. 1-2 unit.

The entrance requirements in this subject will be met by such a knowledge of animal structure and animal activities as may be obtained by the study of a manual like Jordan and Kellogg's "Animal Forms." The actual observation and study of specimens should be insisted upon.

Botany. 1-2 unit.

To meet the requirements in botany the student should know the general structure and functions of the great groups of plants, specimens of which he should study in a laboratory course. A serviceable text-book for this preparation is Bergen's "Elements of Botany."

Physics. 1-2 unit.

Entrance requirements in Physics will be met by the knowledge that may be acquired of the subject from the study of Hoadley's "Brief Course in Physics" or some book of similar grade.

Admission to Advanced Standing

Students bringing proper certificates of work done in other colleges of good standing will be given advanced credit for such work without examination, on the approval of the professor in whose department the advanced credit is sought, but at least one year's residence at the College will be required of every candidate for a baccalaureate degree. To students coming from secondary schools credit for advanced standing will be given only after examination, or the satisfactory completion of other work in the department in which credit is sought.

Schools

Instruction is given in the following Schools:

- I. LATIN LANGUAGE AND LITERATURE.
- II. GREEK LANGUAGE AND LITERATURE.
- III. ENGLISH LANGUAGE AND LITERATURE.
- IV. MODERN LANGUAGES.
 1. French Language and Literature.
 2. German Language and Literature.
 3. Spanish Language and Literature.
- V. MATHEMATICS.
 1. Solid Geometry and Trigonometry.
 2. Analytic Geometry.
 3. Differential and Integral Calculus.
- VI. APPLIED MATHEMATICS AND ASTRONOMY.
- VII. CHEMISTRY.
 1. General Chemistry.
 - (a) Inorganic Chemistry.
 - (b) Organic Chemistry.
 2. Applied Chemistry.
- VIII. BIOLOGY.
 1. General Biology.
 2. Botany.
 3. Zoölogy.
 4. Elementary Physiology.
 5. Geology.
- IX. PHYSICS.
- X. PHILOSOPHY.
 1. Psychology.
 2. Ethics.
 3. Logic.
 4. History of Philosophy.

XI. POLITICAL SCIENCE.

1. History.
2. Political Economy.
3. Constitutional Government.
4. Sociology.

XII. THE BIBLE.

XIII. EDUCATION.

XIV. LAW.

XV. MEDICINE.

1. Anatomy.
2. Physiology and Bio-Chemistry.
3. Bacteriology and Pathology.

XVI. PHYSICAL CULTURE.

I. SCHOOL OF LATIN LANGUAGE AND LITERATURE.

Professor H. McN. Poteat.

Professor Paschal.

To give the student ability to read and interpret the masterpieces of Latin literature with accuracy and ease is the primary purpose of this department. This can be gained only by a thorough mastery of the inflections, general structure, and peculiar idioms of the language. Therefore these matters are the subject of constant drill, while frequent tests, both oral and written, are made of the student's ability to translate. The passages set for this purpose are often at sight, but uniform in character with the text studied in class. The examinations sometimes consist altogether of sight work.

COURSE O.—Five hours weekly.

VERGIL.—Æneid. Grammar and Composition. Designed for students who enter conditioned on Latin. No credit is given for this course except on entrance deficiencies.

COURSE 1.—Five hours weekly. Prescribed for the B.A. degree. Admission to this class is by examination or certificate, but no student will be allowed to remain in the class if it becomes evident that he is not prepared for the work.

COMPOSITION AND GRAMMAR.—Mierow's Latin Syntax; Bradley's Arnold's Prose; Allen and Greenough's Grammar; original exercises.

LIVY.—Books I and II or XXI and XXII. Fall Term.

CICERO.—Select letters; lectures on Cicero and his times. First ten weeks of Spring Term.

HORACE.—Odes and Epodes (Moore). Second ten weeks of Spring Term.

COURSE 2.—Three hours weekly.

COMPOSITION AND GRAMMAR.—Bradley's Arnold's Prose; Allen and Greenough's Grammar; original exercises in the more difficult principles of Syntax.

TACITUS.—Germania and Agricola. Fall Term.

HORACE.—Satires and Epistles. First ten weeks of the Spring Term.

MARTIAL AND JUVENAL.—Second ten weeks of the Spring Term.

Lectures and papers on Roman Life.

COURSE 3.—Two hours weekly.

Lectures on Roman Literature, with readings.

Roman Literature of the Republic. Fall Term.

Roman Literature of the Empire. Spring Term.

COURSE 4.—Two hours weekly. Designed particularly for students who contemplate teaching.

The elements of Latin and how to present them. Syntactical analysis of one book of Cæsar's *De Bello Gallico*, one oration of Cicero, and one book of Vergil's *Æneid*. Brief résumé of Roman History and the History of Roman Literature.

COURSE 5.—Two hours weekly.

Roman Comedy and Satire.

Rapid reading of selected plays of Plautus and Terence; Roman Wit and Humor. Fall Term.

Readings from Horace, Persius, Juvenal, Petronius; the origin and development of Satire. Spring Term.

II. SCHOOL OF GREEK LANGUAGE AND LITERATURE.

*Professor Royall.**Professor Paschal.*

COURSE 0.—Elementary Greek. Five hours weekly. Greek Grammar and one book of Xenophon's *Anabasis*. Designed for students who have taken no Greek before matriculating. No credit is given for this course except on entrance deficiencies.

COURSE 1.—Five hours weekly. Elective.

XENOPHON.—Books 2, 3 and 4 of the *Anabasis*; exercises based upon the text recently read, and arranged with a view to thorough drill in syntax, partly without a manual and partly in the use of Bonner's or Gleason's Greek Prose Composition, references being principally in Goodwin's Greek Grammar and Liddell and Scott's Greek English Lexicon (Intermediate).

HERODOTUS.—Selections from representative stories and from the history of the Persian invasions of Greece under Darius and Xerxes.

Botsford's History of Greece.

COURSE 2.—Three hours weekly. Elective.

ATTIC ORATORS.—Four orations of Lysias; Selections from Isocrates and Demosthenes; Greek Rhetoric; Athenian Legislative Bodies and Courts; original exercises, based chiefly on Lysias.

HOMER.—Two books of the *Iliad* and two of the *Odyssey*; outline study of each poem as a whole, with use of the

abridged version of the Iliad by Lang, Leaf and Myers, and of the Odyssey by Butcher and Lang.

LITERATURE.—Jebb's Primer of Greek Literature; Capps's "From Homer to Theocritus"; informal lectures.

COURSE 3.—Two hours weekly. Elective.

DRAMA.—One tragedy of Sophocles; selections from Æschylus, Euripides and Aristophanes; lectures on the Drama; Rhythmic and Metric.

PLATO.—Apology and Crito; selections from Phædo and other dialogues; Lectures on Greek Philosophy.

COURSE 4.—Three hours weekly. Elective.

One of the following courses:

HOMER.—Reading and critical study of the entire Iliad or Odyssey.

PLATO.—The Republic—the whole work being carefully read.

Ten plays from Æschylus, Sophocles, and Euripides.

COURSE 5.—THE GREEK NEW TESTAMENT.—Three hours weekly. Elective. The object of this course is to enable students of classic Greek to acquire a knowledge of the New Testament idiom.)

TEXT-BOOKS.—Westcott and Hort's New Testament in Greek; Robertson's Grammar of the Greek New Testament; Thayer's Lexicon.

III. SCHOOL OF MODERN LANGUAGES.

Professor Gorrell.

Associate Professor Johns.

The subjects taught in this School are the German, French, and Spanish languages and literatures.

The first year course provides a thorough training in grammar and syntax and at least one hundred and fifty

pages of reading, sufficient to enable the student to translate these languages with accuracy and ease.

By the generosity of Mrs. W. H. Wiggs, of Atlanta, the department is furnished with a full phonographic outfit for conversational French and Spanish. It has been found by experience that a mastery of the sounds reproduced by the phonograph is of great value in securing facility of utterance and accuracy of pronunciation.

German

GERMAN 0.—(Counts only among requirements for admission.) Three hours a week during the year.

GRAMMAR AND COMPOSITION.—Joynes-Wesselhoeft's German Grammar. Oral and written exercises.

READING.—Hewett's German Reader. Bacon's *Im Vaterland*.

GERMAN I.—Five hours a week during the year.

GRAMMAR AND COMPOSITION.—Joynes-Wesselhoeft's German Grammar. Bacon's German Composition.

PROSE AND VERSE.—Schiller's *Wilhelm Tell*; Goethe's *Hermann und Dorothea*; Lessing's *Minna von Barnhelm*; Heine's *Harzreise*.

GERMAN 2.—Two hours a week.

COMPOSITION.—Harris' German Composition.

CLASSICAL LITERATURE.—Lectures on German literature up to the New High German period, followed by extensive readings from the works of Lessing, Goethe, Schiller, and Heine.

French

FRENCH 0.—(Counts only among requirements for admission.) Three hours a week during the year.

GRAMMAR AND COMPOSITION.—Fraser and Squair's French Grammar. Oral and written exercises.

READING.—Kuhns' French Reading for Beginners.

FRENCH 1.—Five hours a week during the year.

GRAMMAR AND COMPOSITION.—Fraser and Squair's French Grammar. Written exercises and blackboard drill.

PROSE AND VERSE.—Hugo's *Les Misérables*; study of the classical drama, with readings from Corneille, Molière and Racine.

FRENCH 2.—Two hours a week.

COMPOSITION.—Frazer and Squair's French Grammar.

LITERATURE.—(1) An outline of French Literature, with the use of Kastner and Atkins' History of French Literature as text-book. (2) The study of French fiction. Extensive readings from the works of Mme. de La Fayette, Lesage, Dumas, Hugo, Balzac, Mérimée, Maupassant, Halévy, Daudet, Zola, etc.

Spanish

COURSE 1.—Three hours a week.

COMPOSITION.—Hills and Ford's Spanish Grammar.

PROSE AND VERSE.—Ramsey's Spanish Reader; Alarcon's *El Capitán Veneno*; Ford's Selections from *Don Quixote*.

IV. SCHOOL OF ENGLISH.

Professor Sledd.

Acting Professor McCutcheon.

Associate Professor Hubbell.

Requirements for admission to this department are given on page 45.

Students admitted on certificate to Course 1, whose work is found to be seriously deficient in the elementary principles of composition,—spelling, grammar, punctuation, and paragraphing,—will be required to make up the deficiency under a tutor.

COURSE 1.—Three hours a week. Prescribed for the B.A. and the B.S. degree. *Professor Hubbell.*

LITERATURE.—The Fall Term.—Long's English Literature, Newcomer and Andrews' Twelve Centuries of English Poetry and Prose, and Bulfinch's Age of Fable. Two plays of Shakespeare. One theme a week.

RHETORIC AND COMPOSITION.—The Spring Term.—After a brief review of Buehler's Grammar, this term is given to the study of composition. Canby's English Composition serves as the basis of the classroom work; but the special emphasis of the course is laid upon practice. Two themes a week are handed in. Considerable emphasis is laid upon argumentation; and the instructor endeavors to aid the members of the class in their work in the Literary Societies.

PARALLEL READING.—This part of the course is intended to serve the double purpose of familiarizing the student with the prose masterpieces of English literature, and of illustrating the principles of composition. This work extends over both terms and involves the study of the Essay, the Short Story, and the Novel. Twenty masterpieces are read during the year; and of these the student is required to write abstracts and criticisms at the direction of the instructor.

COURSE 1A.—Elementary Argumentation. One hour a week. Elective for B.A. degree. Open to all students, but designed primarily for first and second year men.

Professor Hubbell.

The purpose of the course is to supplement the work of the College Literary Societies. The work consists largely of debates, both oral and written, with particular attention to the questions debated in the Societies; but some attention is given also to declamation, reading aloud, and preparing speeches for special occasions. Foster's Essentials of Exposition and Argument and Nichols' Intercollegiate Debates, supplemented by parallel reading, are the text-books; but the emphasis is on the writing and delivery of speeches.

COURSE 2.—Three hours a week. Prescribed for the B.A. degree. Students who apply for admission to this course

will be required to stand an examination on all the subjects of Course 1.

Professor Sledd.

SHAKESPEARE.—Critical study of the *Midsummer Night's Dream*, *Romeo and Juliet*, *Hamlet*, *Lear*, *Othello*, *Macbeth*, and *The Tempest*. Thirteen other plays are assigned for private reading and examination. The *Temple Shakespeare* is used in classroom, the *Cambridge Shakespeare* (Neilson) for outside reading. *Macmillan's Introduction to Shakespeare*. A set of *Furness' Variorum Edition* is accessible to students.

MILTON.—Rapid review of the *Minor Poems* and their mythology; careful study of the first six books of *Paradise Lost*, with readings from the remaining books; *Samson Agonistes* as a specimen of the *Classical Drama in English*. The *Cambridge Milton*. A good classical dictionary is necessary.

NINETEENTH CENTURY POETS.—Special study of *Wordsworth* and *Tennyson*.

COURSE 3.—Three hours a week. Elective to those who have completed Course 2. Some special form, or period, of literature is made the subject of extended study. The subject chosen for 1913-1914 is *American Literature*. Students who elect this course will be required to purchase a considerable number of books.

Professor Sledd.

GENERAL HISTORY OF AMERICAN LITERATURE.—Some brief manual, such as that of *Halleck*, serves as the basis of lectures, while the student is required to read regularly in the works of *Barrett Wendell*, *Tyler*, *Trent*, *Richardson*, and *Stedman*.

PIONEER, COLONIAL, AND REVOLUTIONARY LITERATURE.—*Trent and Wells' Selections* (3 vols.), assigned reading in *Stedman's Library of American Literature*; *Macmillan's Early American Speeches and Epoch-making Papers*, *Woolman's Journal*, *Franklin's Autobiography*, *State Papers of Jefferson*, *Madison*, and *Hamilton*.

EARLY AMERICAN POETS.—Selected from *Stedman's Library of American Literature*.

EARLY PROSE WRITERS.—Selections from Stedman. Special study of Irving and Cooper.

NEW ENGLAND POETS.—Bryant, Emerson, Longfellow, Whittier, Holmes, and Lowell, in Page's Chief American Poets.

NEW ENGLAND PROSE WRITERS.—Emerson, Holmes, and Thoreau. Garnett's Life of Emerson.

HAWTHORNE.—Practically all of Hawthorne. Reading in Hawthorne and His Wife, and Lives by James, Woodberry, and Conway.

POE.—Some eight weeks will be given to Poe as poet, story-writer, and critic. Reading in Lives by Woodberry, Harrison, and others.

WHITMAN.—Selections in Page's Chief American Poets, supplemented by reading in Whitman's Prose. Perry's Life of Whitman.

LITERATURE IN THE SOUTH.—Trent's Southern Writers, with special consideration of Timrod, Hayne, Simms, and Sidney Lanier. Reading in Trent's Life of Simms and Mimms's Life of Lanier.

COURSE 4.—Three hours a week. Elective to those who have completed Course 2. Students may elect either 4a or 4b. Each course continues through the year.

4a.—The general purpose of this course is to give the student a knowledge of the principles of speech-writing. The instructor endeavors to supplement the work of the Literary Societies; hence the emphasis is on the preparation and writing rather than the delivery of speeches.

Professor Hubbell.

The Fall Term.—Argumentation. Foster's Argumentation and Debating, Baker's Specimens of Argumentation, and Bouton's Lincoln and Douglas Debate are studied carefully. Many written and oral exercises are required; and a considerable amount of parallel reading is done in the speeches of Webster, Calhoun, Lincoln, Burke, and others.

The Spring Term.—After a brief study of the Oration, with Shurter's The Rhetoric of Oratory as the text, the work of

this term is given to the study of the special forms of public speech other than the argument and the oration. Knapp and French's *The Speech for Special Occasions* and Baker's *The Forms of Public Address* are studied. Frequent oral and written exercises are required; and Sears's *The History of Oratory* and the speeches of the great orators are read as parallel.

- 4b.—This is essentially a course in writing. An effort is made to develop in the student a sense of style. The study of masterpieces and practice in composition go hand in hand.
Professor Sledd.

THE SHORT STORY.—The manuals of Albright, Brander Matthews, Esenwein, and Bliss Perry supply critical material. For study and practice, various collections of the short story are used, together with the current magazines.

THE ESSAY.—Bronson's *English Essays*, supplemented by material from English and American magazines.

- COURSE 5.—Two hours a week. Elective. Open to those who have completed Course 2. Adapted especially to the needs of those who purpose becoming teachers of English.
Professor Hubbell.

OLD ENGLISH.—Bright's *Anglo-Saxon Reader*.

CHAUCER.—The *Globe Chaucer*, Root's *The Poetry of Chaucer*.

HISTORY OF THE LANGUAGE.—Greenough and Kittredge's *Words and Their Ways in English Speech*, Jespersen's *Growth and Structure of the English language*.

- COURSE 6.—Two hours a week. Elective to those who have Completed Course 2.
Professor Sledd.

BROWNING.—Representative dramas and poems are studied, including *The Ring and the Book*. The *Camberwell Edition*, Sharp's *Life of Browning*, and Stopford Brooke's *The Poetry of Browning*.

MATTHEW ARNOLD.—Practically the whole of Arnold's poetry and selections from his prose will be studied.

MINOR VICTORIAN POETS.—Stedman's *Anthology*.

V. SCHOOL OF MATHEMATICS.

Professor Lanneau.

Professor Lake.

Associate Professor Jones.

Instructor Mull.

COURSE 1.—Five hours weekly. Prescribed for the B.A. and the B.S. degree. To take this course the student must show that he has completed at least one year's work of Elementary Algebra and one year's work of Higher or College Algebra; and that he is familiar with the Laws of Exponents, Radical Expressions, Quadratic Equations, Progressions, and the Binominal Theorem. He must also show that he has thoroughly mastered the Five Books of Plane Geometry.

FALL TERM.—Solid Geometry, and original exercises in Plane Geometry.

SPRING TERM.—Plane and Spherical Trigonometry three hours a week. Review of College Algebra two hours a week.

TEXT-BOOKS.—*Geometry*—Wentworth and Smith's (Revised); Gore's Trigonometry; Wentworth's College Algebra.

COURSE 2.—Three hours weekly. A satisfactory examination on the work of Course 1 must be passed before a student will be allowed to take this course.

FALL TERM.—Analytic Geometry—Loci, the Line, the Circle, Systems of Coördinates.

SPRING TERM.—Analytic Geometry continued—the Parabola, Ellipse, Hyperbola, Higher Plane Curves, Figures in Space.

TEXT-BOOK.—Wentworth's Analytic Geometry.

COURSE 3.—Three hours weekly. For entrance on this course satisfactory examinations on Courses 1 and 2 are required.

FALL TERM.—Differential Calculus.

SPRING TERM.—Integral Calculus.

TEXT-BOOK.—Osborne's Calculus.

COURSE 4.—Two hours weekly throughout the year. This course presupposes Course 1, but may be taken in conjunction with Courses 2 and 3. Special attention is given to review of fundamental principles of Algebra, Complex Numbers, Theory of Equations, Determinants, and Infinite Series.

FALL AND SPRING TERMS.—Advanced Algebra.

TEXT-BOOK.—Hawkes' Higher Algebra.

VI. SCHOOL OF APPLIED MATHEMATICS AND ASTRONOMY.

Professor Lanneau.

The subjects taught in this School are: Land Surveying, Mechanical Drawing, Descriptive Geometry, and Astronomy.

THE OBSERVATORY

Is well located. Its dome rotates easily. Its 5-inch telescope is unusually complete in adjusting gear, is equatorially mounted, and is moved by clockwork to synchronize with the stars. The more important attachments provided are: a Helioscope, a Filar-Position Micrometer, and a Spectroscope.

THE FIELD OUTFIT

Includes instruments of best grade—Surveyor's Compass, with Vernier and Out-keeper; Steel Chains and Pins; Ranging Rods; Engineer's Level with 20-inch Telescope; Leveling Rods, reading to one-thousandth of a foot; Sextant and

Mercurial Horizon; Surveyor's Transits, with vertical arc, stadia, latitude level, and solar attachment.

THE DRAFTING ROOM

Is equipped with good tables with locked drawers for instruments and materials.

COURSE 1.—*Compass Surveying, Leveling, and Mechanical Drawing*.—Four hours a week in recitation and drawing, and two hours a week in field work. Counting five in the requirements for degree.

To enter this course a good knowledge of Trigonometry is required. It includes the exact adjustment of the various instruments as well as their use in the field.

The field work embraces surveys of land and dividing of land, section levelings and the finding of inaccessible heights and distances.

Special attention is given to office work—plotting the field notes, and calculating and discussing the results.

TEXT-BOOKS.—Barton's Surveying, Anthony's Mechanical Drawing.

Students purchase drawing instruments and material.

COURSE 2.—*Transit Surveying and Descriptive Geometry*.—Five hours a week in recitation and drawing, and two hours a week in field work. Counting six in the requirements for degree.

FALL TERM.—Transit Surveying, Descriptive Geometry, Orthographic Projection Drawing.

SPRING TERM.—Transit Surveying, Descriptive Geometry, Drawing.

TEXT-BOOKS.—Barton's Surveying, Church and Bartlett's Descriptive Geometry.

COURSE 3.—*Astronomy*.—Three hours a week the entire session.

To take this course requires familiarity with Mathematics, and Physics I. It embraces, however, more of the physical than of the mathematical—more of the “New Astronomy.” The subject is developed by frequent lectures, by telescopic and outdoor observations, and by classroom illustrations with the Professor’s recently designed apparatus called the Cosmoid.

The aim in this course is—by text, lecture, telescope, and Cosmoid—to acquaint the student with stellar facts and cosmic theories, and to lead him into a satisfactory and ennobling knowledge of the material universe.

TEXT-BOOK.—Young’s Manual of Astronomy.

REFERENCES.—Young’s General Astronomy, The Nautical Almanac, Langley’s New Astronomy, Moulton’s Introduction to Astronomy, Loomis’s Practical Astronomy.

VII. SCHOOL OF CHEMISTRY.

Professor Brewer.

Associate Professor Nowell.

COURSE I.—A year’s course of descriptive chemistry, consisting of both classroom and laboratory work. Three hours a week for lecture and recitation, and two hours a week for laboratory work throughout the year. Prescribed for the B.A. and B.S. degrees.

LECTURES AND RECITATIONS.—These include discussion of the more common metals and nonmetals and their compounds. Fundamental principles of the science are presented as far as possible with a class taking the subject for the first time. Theory is discussed after the facts on which it rests. With this in view, a few typical elements are selected for study which are not only inherently interesting and important, but also furnish data needed in the statement of laws and theories. After this introduction, the order of study is that

required by the Periodic Law. Lectures are illustrated as fully as possible by experiments. Weekly written quizzes are given.

LABORATORY.—Each student is required to have a set of apparatus and to make experiments for himself, with the aid of the manual. Instructors are always present to aid in case of necessity. In setting up his own apparatus and collecting the necessary chemicals, he becomes intimately acquainted with every detail of the experiment. A careful record of laboratory work is required. This must be made while the experiment is going on, and submitted to an instructor for examination and criticism. The time is devoted to the preparation of the elements and some of their compounds and to the determination of their properties. The last few weeks of the session are given to a brief introductory course in qualitative analysis.

COURSE 2.—A year's course in organic chemistry. Two hours a week for lecture and recitation, and four hours a week for laboratory work throughout the year. Elective, counting four in the degree courses. Course 1 is prerequisite.

LECTURES AND RECITATIONS.—These are devoted to the discussion of the hydrocarbons and their derivatives. The subject is studied from both its practical and theoretical points of view. While time is given to the consideration of the structure and relations of organic compounds, proper emphasis is also placed upon the study of the occurrence, manufacture, properties, and applications of commercial products, including such common substances as chloroform, ether, alcohol, beverages, vinegar, glycerine, nitro-glycerine, fats, soaps, sugar, starch, cellulose, guncotton, benzene, carbolic acid, aniline dyes, indigo, alkaloids, etc., etc.

LABORATORY.—For the first five months time is given to qualitative analysis. After preliminary study of the reactions involved and the methods of separation and identification of the more common metals and acids, each student is given a different series of mixtures of unknown substances and required to ascertain by analysis the content of each.

The remaining four months are devoted to the preparation of organic compounds illustrating the lectures of this course.

COURSE 3.—A laboratory course in quantitative analysis. Eight hours of laboratory work per week for the year. Elective, counting four in the degree courses. Courses 1 and 2 are prerequisite.

The time is devoted to the study of standard gravimetric and volumetric methods of estimating the common bases and acids.

VIII. SCHOOL OF BIOLOGY.

Professor W. L. Poteat.

Instructor Ferrell.

COURSE 1.—*General Biology*.—The object of this course is to present the fundamental facts of the structure and the functions of animals and plants. It consists of a course of lectures and a laboratory course. The lectures present, among other subjects, the structure and activities of the cell, the phenomena of movement, irritability, metabolism, reproduction, heredity, the origin of living forms, together with the embryology of particular organisms. The laboratory supplies material for study, the necessary reagents, and a compound microscope for each student.

Three hours a week for lecture and recitation, and two for laboratory work throughout the session. Prescribed for the B.S. and B.A. degrees.

To be purchased by the student: Magnifier and dissecting set. Abbott's General Biology; Boyer's Elementary Biology. In the special library lodged in the building the student may consult the usual manuals and reference books and a number of important journals.

COURSE 2.—*Botany*.—This course begins with a study of typical representatives from the several groups of Algæ.

The Fungi are next taken up, and forms from the succeeding groups of plants, including the Angiosperms, are studied. The easy gradation from the lower to the higher types is shown. Plant Physiology is studied hand-in-hand with plant morphology. A large part of the material is to be collected by the student under the direction of the Professor.

Four hours a week for lecture and laboratory work throughout the session. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this School.

To be purchased by the student: Dissecting set and magnifier; Stevens' Introduction to Botany; Coulter, Barnes and Cowles' Text-book of Botany. The laboratory is supplied with numerous books of reference.

COURSE 3.—Zoology.—This course is designed to give the student an idea of the animal series by studying representative types from the Protozoa to the higher Vertebrates. The study of animal activities, including observations of the regenerative process in a few forms, goes forward in connection with the study of animal structure. Material is furnished showing the cleavage stages and early development of certain forms. The student is expected to obtain, when it is possible, the living material in its native environment on excursions made under the direction of the Professor.

Four hours a week for lecture and laboratory work throughout the session. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this School.

To be purchased by the student: Dissecting set and magnifier; Osborn's Economic Zoölogy. Numerous books of reference may be found in the laboratory.

COURSE 4.—Elementary Physiology.—This course is intended to give a general knowledge of the parts and activi-

ties of the human body. The laboratory supplies a human skeleton and numerous microscopical preparations of the various tissues which are used in demonstrations by the Professor.

Two hours a week for lecture and recitation during the fall term. Elective for the B.A. and the B.S. degrees.

Martin's Human Body (Briefer Course) is to be purchased by each student.

COURSE 5.—*Geology*.—This course begins with the study of the chief rock-forming minerals, after which are taken up the general principles of Geology. The latter part of the course deals with the records of early life. The work includes practical exercises in the field.

Two hours a week throughout the session. Elective for the B.A. and the B.S. degrees.

To be purchased by the student: Crosby's Determination of Common Minerals and Scott's Introduction to Geology.

IX. SCHOOL OF PHYSICS.

Professor Lake.

The courses of this department are as given below. The texts named are those last used and are intended to indicate the character and scope of the work in the courses; right is reserved to make changes in them whenever the best interest of the classes may demand it.

The lectures of the classroom are based upon previously assigned portions of the texts, and are supplemented by quizzes, both oral and written, and problems, worked by the classes.

Laboratory work, which accompanies each course, is done under the personal supervision of the Professor, who renders assistance only when it is needed. From the beginning stress

is laid on the formation of correct experimental habits. Students are required to make orderly records of their experiments in books kept for the purpose, and these books are regularly examined and returned to them with criticisms and suggestions.

COURSE 1.—Three hours a week for lectures and recitations, and two hours a week for laboratory work. Prescribed for the B.A. and the B.S. degrees.

The objects of this course are to furnish general culture and to prepare students for more advanced work. It embraces all the branches of General Physics—Mechanics, Heat, Electricity and Magnetism, Sound, and Light. Stress is laid upon the leading phenomena and fundamental laws and principles. Lectures are freely illustrated by experiment. The working of problems is an important part of the course. A knowledge of Mathematics 1 is required for entrance.

TEXT-BOOKS.—Black and Davis's Practical Physics; Stone's Experimental Physics.

COURSE 2.—Two hours a week for lectures and recitations and two hours a week for laboratory work. Elective, counting three in the degree courses.

This class continues the study of General Physics. The treatment is more advanced and more mathematical than in the previous course. Prerequisites for entrance are Physics 1, and Mathematics 2.

TEXT-BOOKS.—Carhart's University Physics; Jackson's Elementary Electricity and Magnetism; Sabine's Manual; Ames and Bliss's Manual.

X. SCHOOL OF PHILOSOPHY.

Professor Taylor.

COURSE 1.—Three periods a week. Required for the B.A. and B.S. degree.

- a. Psychology.
- b. Logic.
- c. Ethics.

Instruction in each of these subjects is given by lectures. Written quizzes every few weeks. In Logic written exercises are required.

The lectures are supplemented by references to the standard works of Ladd-Woodworth, James, Titchener, Münsterburg, Judd, Jevons, Dewerz and Tufts, and Wright.

An abstract of Hunter's History of Philosophy must be submitted by April 15th.

COURSE 2.—Metaphysics and History of Philosophy. Two periods a week. Elective for the B.A. degree.

[Text-books for 1915-16 to be announced.]

XI. SCHOOL OF POLITICAL SCIENCE.

Professor Sikes.

Associate Professor Johns.

The aim of the courses in History is to secure familiarity with great movements, to show the gradual evolution of civilization and the unity of all history. The past is studied sympathetically and comparisons are made with the present.

In Political Economy the student is urged to independent thinking and thorough research. He is trained to form his own conclusions. Perfect independence of thought is encouraged. The subjects emphasized are practical, such as will probably be met in life.

As an aid to this work the Library is supplied with governmental reports, books and magazines bearing on such subjects.

Instruction is by text-books, lectures, parallel reading, quizzes, and written reports.

HISTORY.

COURSE 1.—*Mediaeval and Modern Europe.*—The aim of this course is to outline the history of Western Europe from the later Roman Empire down to recent times. Three hours a week. Monday, Wednesday and Friday. Required of all candidates for B.A. and LL.B. degrees. Prerequisite for entrance to any other classes in the political science group.

COURSE 2.—*American History.*—This course is intended to give a general survey of the social, economic and political development of American people from 1750 to the present time. Two hours a week. Tuesday and Thursday. Elective for B.A. Adapted to advanced students.

POLITICAL ECONOMY.

COURSE 1.—Three hours a week. Monday, Wednesday, and Friday. Required for LL.B. Elective for B.A. and B.S. Recommended to second year students.

OUTLINES OF ECONOMICS.—A study of Economic Theory, and the General Principles of the Science, such as value, rent, wages, production and distribution. Ely: *Outlines of Economics.*

TRUSTS AND MONOPOLIES.—Origin, growth and influence of great combinations; their economics, dangers, and methods of regulation. Clark: *The Problem of Monopolies.*

AGRICULTURAL ECONOMICS.—Land, labor, size of farms, land-owning, sale of farm products, tenancy, and similar problems are examined. Carver: *Problems of Rural Economics.*

TRANSPORTATION.—Railway history, rates, and ownership—water transportation and electric lines.—Johnston.

INSURANCE.—Theory, Meaning of Terms, Kinds of Policies. Gephart: *Principles of Insurance.*

COURSE 2.—Two hours a week. Elective for B.A. Course 1 prerequisite. This course will stress certain subjects that have been treated briefly in Course 1, such as Money and Banking. Monopoly and Trusts, Tariff, Insurance, and Taxation. Recommended for Seniors.

SOCIOLOGY.

COURSE 1.—Two hours a week. Tuesday and Thursday. Fifth period. Elective. Recommended for Seniors, especially prospective students in law, the ministry and journalism.

TEXT-BOOKS.—Blackmar's Sociology and Smith's Social Pathology. Reports of the United States Census, Reports of State Tax Commission, and other reports.

CONSTITUTIONAL GOVERNMENT.

Three hours a week, Monday, Wednesday, and Friday. Elective for B.A. Required for LL.B.

TEXT: Beard's American Government and Politics. Other texts will be used as introductory to this course.

XII. SCHOOL OF THE BIBLE.

Professor Cullom.

The work of this School is a part of the regular work of the College, and is in no sense a theological annex. There are six courses in the School open to students.

The text of the American Revision of the English Bible is the basis of the work in the Bible classes of this department. Handbooks, maps, and the Library are used, but always with direct reference to the text itself. The work of the text-book is supplemented by informal lectures designed to broaden the view, to show the relation of the books

to each other and to the contemporary history, and to leave a definite impression as to the unique character of the Bible as a history of God's revelation of Himself to man.

COURSE 1.—*The Old Testament*.—Three hours a week one year. Elective. The work of this class tries to accomplish four things during the year: (1) To get a *clear and consecutive view of Old Testament history*. In getting this, the story of the Hebrew race and of their institutions as told by themselves is followed from Abraham to Nehemiah as the main line of study; and along with this, the conditions and movements of other nations and countries are studied incidentally in so far as they have any bearing on the development and history of the Hebrews. (2) *The personality and the message of the several Hebrew prophets* are studied in their particular settings, and the special conditions with which they had to deal are discussed freely as sidelights to this personality and message. (3) *Hebrew poetry*. This subject is studied long enough to get an insight into the purpose and point of view of the several poetical books, and a few of the poems are studied as sample expressions of universal heart experiences. (4) *The Messianic ideal*, as a fundamental conception running through all the books and linking them together into a unique whole, is followed and studied with as much thoroughness as the time at our disposal will permit.

Professor Cullom.

COURSE 2.—*The New Testament*.—Two hours a week for one year. Elective. The work of this class also will be divided into four sections: (1) *Introduction*.—The political, social and religious life of the Jews for three centuries immediately preceding the Christian era will be examined with a view to preparing the student for an intelligent appreciation of New Testament conditions. (2) *The Life of Christ*.—The student is expected to acquire a consistent view at first hand of the person and teachings of Jesus as they appear in the four Gospels. (3) *The Apostolic Age*.—The beginning of Christianity as a life and as a system of teaching will be studied here as they are brought out in the Book of Acts, and in the Epistles. (4) *Exegesis of one of Paul's epistles* or the study of some other *great subject* of fundamental in-

terest to the New Testament student. This section of our work is varied from year to year according to circumstances.

Professor Cullom.

COURSE 3.—*Christian History*.—Two hours a week for one year. Elective. The general purpose of this course is to take up the stream of Christian life and growth at the close of the New Testament period, trace its development through the succeeding centuries, and to leave the student in possession of the main facts as to the persons and movements that have given us our present-day Christendom.

Professor Cullom.

COURSE 4.—*Religion*.—Two hours a week for one year. Elective. This course will embrace four sections: (1) The fundamental place of religion in human life. That religion is an essential part of a normal human being is the thesis of this section of the course. (2) A candid study of the principal non-Christian religions of the world—what they are, what they have done, and their present situation and prospects. (3) The Christian thesis—what it is and to what extent it has justified its claim. (4) "The Soul's competency under God"—the controlling principle of the individual Christian and of the church in its approach to men.

Professor Cullom.

COURSE 5.—*The Hebrew Old Testament*.—Three hours a week. Elective for the B.A. degree in Group 3. The class is expected to master Harper's Elements of Hebrew, along with the Hebrew Method and Manual, and to acquire such facility in reading from the historical books of the Old Testament as to be able to use commentaries on the Hebrew text, and to begin the work of Hebrew exegesis.

Professor Cullom.

XIII. SCHOOL OF EDUCATION.

Professor Highsmith.

In this School an effort is made to ground the student in the fundamental principles of the science of education with the purpose of giving him a sound basis for the art of teaching and school management. As far as possible concrete illustrations of the theory are worked out in actual practice so that the student may see the relation between the science and the art. To this end the history of education is studied as the evolution of thought, with special reference to the positive and the negative value of past theories and their bearing on present problems; while psychology in its application to the schoolroom is presented as the basis of all rational method.

An arrangement has been made whereby those students of Education who desire to become teachers may do practice work in the Wake Forest public schools.

COURSE 1.—Three hours a week. Elective.

EDUCATION AND THE CITIZEN.—A survey of the field of education for the general student. Special emphasis will be placed upon the relation of the citizen to the school, and the school to citizenship. Education as a training for citizenship, and the school as the agency of society for performing this function.

TEXT-BOOKS.—To be announced.

COURSE 2.—Three hours a week. Elective.

EDUCATIONAL PSYCHOLOGY.—*Fall Term.* The general theory and process of mental development. The psychology of method, and the various studies and disciplines. Imitation, impulse, heredity, interest, suggestion, attention, perception, imagination, memory, conception, apperception, the feelings, the volitions, and their relations to education.

TEXT-BOOKS.—Thorndike, *Principles of Teaching*. Bagley, *The Educative Process*.

METHOD IN EDUCATION.—*Spring Term.* The principles of general method. Special methods of teaching reading, spelling, arithmetic, geography, history, grammar, and English literature in the common school.

TEXT-BOOKS.—McMurry, Elements of General Method. Bender, The Teacher at Work. Strayer, A Brief Course in the Teaching Process.

COURSE 3.—Two hours a week. Elective.

THE HISTORY OF EDUCATION.—Primitive and Oriental education. Greek and Roman education. Early Christian education and its bearing on thought and activity. The Great Teacher and the Christian Fathers. Monasticism. Mysticism and Chivalry. Scholasticism and the Rise of Universities. The Renaissance and Humanism. The Reformation and education. Realism in education as typified by Erasmus, Milton, Montaigne, Bacon, and Comenius. Rousseau and the naturalistic tendency in education. Pestalozzi, Froebel, Herbart, and the psychological tendency. Herbert Spencer, Huxley, and the scientific tendency. The sociological tendency. The present eclectic tendency.

TEXT-BOOKS.—Monroe, Text-book in the History of Education. Dexter, History of Education in the United States.

PARALLEL READING.—Rousseau, Emile. Froebel, Education of Man. Painter, Great Pedagogical Essays.

COURSE 4.—Two hours a week. Elective.

SCHOOL ADMINISTRATION.—*Fall Term.*—Courses of study, examinations, grading, records, incentives, ventilation, hygiene, duties of superintendents, of principals, of teachers, the school board in its executive and legislative functions, the construction, decoration and equipment of school buildings, school law, the relation of the municipal, state, and national governments to education.

TEXT-BOOKS.—Dutton and Snedden, Administration of Public Education in the United States.

Perry, Outlines of School Administration.

SECONDARY EDUCATION.—*Spring Term.*

A study of the principles of secondary education. Development and tendencies of secondary education will be traced to aid in understanding and appreciating current problems of secondary education. Aims and practices of the modern high school. Aims and methods of secondary instruction. College entrance requirements. General problems of secondary education.

TEXT-BOOKS.—Monroe, *Principles of Secondary Education*; Johnston, *the Modern High School*.

COURSE 5.—Two hours a week. Elective. (Open only to Seniors and Graduate Students.)

PHILOSOPHY OF EDUCATION.—The purpose of this course is an examination of the philosophical, historical, ethical, and psychological principles which underlie a scientific theory of education. The course embraces such topics as follow: The meaning and aim of education; evolution and idealism as bases of education; personality and environment; the individual and society; the principles of moral instruction; democracy and education; the function of the school as a social institution; the course of personal development; the course of study.

TEXT-BOOKS.—Horne, *Philosophy of Education*. Bolton, *Principles of Education*. Monographs on educational topics.

COURSE 6.—One hour a week. Elective.

SUNDAY SCHOOL METHOD AND ADMINISTRATION.—The Sunday School is the chief agent of the church in the performance of its teaching function. The aim of this course is to train men for leadership in administering the affairs of the modern Sunday School. The course of study is that indicated by the Sunday School Board of the Southern Baptist Convention.

XIV. SCHOOL OF LAW.

WILLIAM L. POTEAT, M.A., LL.D., *President*.

NEEDHAM Y. GULLEY, M.A., *Professor of Law, and Dean of the Department*.

EDGAR W. TIMBERLAKE, B.A., LL.B., *Professor of Law*.

WALTER SIKES, M.A., Ph.D., *Professor of Political Science*.

EDWARD J. KNOTT, *Librarian*.

ADMISSION.

The marked tendency of the age is toward thorough equipment for every profession. This is especially true in the Law. Therefore every young man intending to study law should take as thorough and complete a collegiate course as his circumstances will allow. No lawyer can succeed who can not write and speak correctly, and is not familiar with elementary mathematics.

Admission to Advanced Standing.—Applicants for admission to advanced standing as members of the second-year class must meet the educational requirements specified for admission to the first-year class, and must pass satisfactory examinations on all the law work of the first year. Those having license to practice law or coming from other law schools of approved standing will be admitted without examination.

Admission as Special Students.—Applicants may, in the discretion of the Faculty, be admitted to the Law School as special students, and may elect such work as they desire, subject to the permission of the professors whose subjects are selected, but they shall not be candidates for a degree.

COURSES OF INSTRUCTION.

The courses of instruction extend through three years of nine months each. The object of the Law School is to afford a thorough training in the fundamental principles

of the common law of England as modified by the statutes of the State. The method of instruction involves the diligent study of text-books, selected cases, lectures, discussions, and quizzes.

FIRST YEAR.

COURSE 1.—Five hours a week. *Professor Gulley.*

Fall Term.—Blackstone's Commentaries (Lewis), including Domestic Relations, Personal Property, Wills, Executors and Administrators, selected cases.

Spring Term.—Criminal Law, Bigelow on Bills, Notes and Cheques, Tiffany on Sales, Cooley's Constitutional Law, Connor and Cheshire on Constitution of North Carolina, selected cases.

COURSE 2.—Five hours a week. *Professor Timberlake.*

Fall Term.—Clark on Contracts, Huffcutt on Agency, selected cases.

Spring Term.—Bigelow on Torts, Hale on Bailments and Carriers, selected cases.

SECOND YEAR.

COURSE 3.—Five hours a week. *Professor Gulley.*

Fall Term.—Adams' and Bispham's Equity, selected cases. Common Law and Equity Pleading.

Spring Term.—The Code of Civil Procedure, Jones on Evidence, selected cases.

COURSE 4.—Five hours a week. *Professor Timberlake.*

Fall Term.—Hopkins on Real Property, selected cases.

Spring Term.—Clark on Corporations, Municipal Corporations, Gilmore on Partnership, selected cases.

THIRD YEAR.

COURSE 5.—Five hours a week. *Professor Gulley.*

Fall Term.—Clark's Criminal Procedure, Bryant on Code Pleading, Long on Federal Procedure, selected cases.

Spring Term.—Childs on Guaranty and Suretyship, Remington on Bankruptcy, Conveyancing, Liens, Sedgwick on Damages, Conduct of Lawsuit, selected cases.

COURSE 6.—Five hours a week. *Professor Timberlake.*

Fall Term.—Minor on Conflict of Laws, Wilson on International Law, selected cases.

Spring Term.—Hughes on Admiralty, Howe's Civil Law, Insurance, Tiffany on Banking, Sharswood's Legal Ethics, selected cases.

EXAMINATIONS.

Thorough written examinations are held when a subject is completed, and at the end of the term an examination is given on the whole work of the term.

DEGREE OF BACHELOR OF LAWS.

The degree of Bachelor of Laws (LL.B) is conferred by the College on applicants who have successfully completed the whole work of the School of Law, together with History, Course 1, Political Economy, Course 1, Constitutional Government, and English, Course 1. Candidates for this degree are required to prepare a thesis on some subject selected by the professor. No student is allowed to graduate except after three years of actual resident study, except in case of admission to advanced standing.

PRACTICE COURTS.

Practice courts are held on Saturday night. All students are required to attend and take part in the work. The purpose of these courts is to familiarize the students with all the details of actions, both civil and criminal, from the issuing of process to final judgment.

THE LIBRARY.

In a room adjoining the lecture room is the law library. This is open every afternoon to enable students to consult the various authorities on subjects under consideration.

EXPENSES.

Students in the Law School pay the same tuition and fees as other college students and are entitled to the same privileges, and they may, without extra charge, take work in other college classes.

SUMMER SCHOOL OF LAW.

The Summer School of Law begins on the seventh day of June, and continues till the Supreme Court examination.

The subjects taught and the mode of instruction are, as nearly as practicable, the same as those for the first year of the regular College session. Special attention is given to preparing young men for examination on the course prescribed by the Supreme Court of North Carolina.

Students completing all courses of the Summer School may be credited with five hours on the B.A. degree.

The fees for admission to all courses in the Summer School are twenty dollars tuition and five dollars matriculation, payable in advance.

Further information may be had by application to Professor Gulley, or Secretary Earnshaw.

XV. SCHOOL OF MEDICINE.

WILLIAM L. POTEAT, LL.D., *President.*

WILLIAM TURNER CARSTARPHEN, B.A., M.D., *Professor of Physiology and Pharmacology.*

WILBUR C. SMITH, M.D., *Professor of Anatomy, Embryology and Histology.*

HERBERT D. TAYLOR, B.A., M.D., *Professor of Pathology and Bacteriology.*

J. W. NOWELL, B.A., Ph.D., *Professor of Bio-chemistry.*

CHAS. E. BREWER, M.A., Ph.D., *Professor of Chemistry.*

JAMES L. LAKE, M.A., *Associate Professor of Physiology.*

ROY C. TATUM, *Librarian.*

The School of Medicine was established in May, 1902. It combines two years of academic training with two years of medical training in such a way as to preserve the advantages of each, and at the same time make it possible for students to graduate with the baccalaureate degree and the medical degree in six years. Upon this work the College confers the degree of Bachelor of Science in Medicine, which admits the student to the third year of medicine in a medical college. Two years of time and expense are saved by this combination.

REQUIREMENTS FOR ADMISSION.

The requirements for admission to the College are set out at page 45.

No student is admitted to any of the classes of the School of Medicine until he has completed two years' work in college classes or its equivalent. See prescribed course for Bachelor of Science, page 101.

AIM AND SCOPE OF THE SCHOOL OF MEDICINE.

This School undertakes to teach only those branches of medicine which can be taught as thoroughly in the small village as in the large city, namely, the laboratory studies in medicine, which form the pure science foundation of the professional course. These studies are Anatomy, Physiology, Bio-chemistry, Physical Diagnosis, Minor Surgery, Pharmacology, Toxicology and Pharmacy, Histology, Bacteriology, and Pathology. This work has been made much easier by the advances in the manufacture of apparatus and in the methods of preserving material, and is simply an extension, in a special direction, of scientific work which the College has done for years.

RECOGNITION OF THE WORK OF THE SCHOOL OF MEDICINE.

Certificates of recommendation for advanced standing in medical colleges are given to those students only who have completed the Bachelor of Science in Medicine, or the Bachelor of Arts and the two-year medical course. Such students are admitted to advanced standing without examination in all the medical colleges which admit to advanced standing.

Membership in the Association of American Medical Colleges and admission to the list of "registered" medical schools issued by the Regents of the University of the State of New York, insure to our students the same recognition accorded to students from any other college.

EQUIPMENT OF THE SCHOOL OF MEDICINE.

The School of Medicine is well equipped with suitable laboratories, apparatus, and material. The Alumni Building, constructed especially for laboratory purposes, is 65 by 80 feet, and three stories high. In it are the Anatomical, Physiological, Histological, Bacteriological, Pathological, Biological, Pharmacological and Toxicological laboratories. Besides these there are private laboratories for the professors. Laboratory work in Bio-chemistry is provided for in Lea Laboratory. The equipment of these laboratories, both in apparatus and in material, is adequate.

A Medical Society has been instituted in which, with the co-operation of the Departments of Anatomy, Physiology, Pathology and Pharmacology, students are required to meet for discussion of published papers, and to prepare papers on the subject assigned for the month. All students have access to the leading scientific journals bearing upon the work of the above-mentioned departments.

A Medical Library, containing many valuable reference volumes and the leading scientific journals, is open in the

medical building in charge of a special librarian. Students are not only urged to make use of this valuable aid in the pursuit of medical knowledge, but are required from time to time to abstract and discuss important topics discussed in the various journals.

EXPENSES.

Students of the School of Medicine pay the same tuition and general college fees as other students and are entitled to the same privileges, and they may, without extra charge, take work in other departments.

DEPARTMENT OF ANATOMY, EMBRYOLOGY, AND HISTOLOGY.

Professor Wilbur C. Smith.

Assistant H. M. Vann

Assistant J. W. Vann.

The Department of Anatomy has continued to make progress during the past year. A course of applied anatomy has been instituted and a thorough review of the parts is made by means of special sections and cross sections of the frozen body through various regions. The students are required to devote from one to three hours per week throughout the entire school year to this subject.

Additions have been made to the courses in gross and microscopic neurology. Each student is required in this course to make a dissection of the brain, cord, and sympathetic system. Microscopic sections of the brain, brain stem, cord, and sympathetic ganglia are distributed among the students. By means of these sections the student is required to trace various tracts in the cord and locate cranial nerve nuclei in the brain stem. Cells both of the cerebral and cerebellar cortex are studied in detail.

The Anatomical Laboratory is located on the third floor of the Alumni Building. It provides adequate material for

dissection and is adequately equipped with charts, casts, skeletons and separately mounted bones and joints.

For the course in osteology, which covers three weeks, all members of the first year class are provided with a skeleton for the study of individual bones. The remainder of the session is devoted to dissecting, twenty-two hours per week being devoted to the study of the entire body. Eight weeks of the last term is devoted to gross and microscopic neurology.

FIRST YEAR.

COURSE 1.—*Osteology Laboratory*.—Twenty-two hours per week for the first three weeks of the session. All of the bones of the body are carefully studied in detail.

COURSE 2.—*Gross Anatomy Laboratory*.—Dissection of the entire body. Twenty-one hours per week with recitations throughout the session.

COURSE 3.—*Microscopical and Gross Anatomy of the Central Nervous System and Sympathetic System*. Twenty-two hours per week for the last eight weeks of the second term.

COURSE 4.—*Embryology*.—In the first few weeks, the elementary structures of embryology are studied after which time the students are required to incubate, fix, stain, cut, and mount the serial sections of the eight and twenty-eight somite chick. The remainder of the time is devoted to the study of serial sections of the chick and 12mm. pig. Opportunity is afforded each student to make wax reconstructions of the parts in toto or of the various organs. Six hours per week throughout the entire year.

COURSE 5.—*Histology*.—In the beginning of this course the first six weeks are devoted to microscopic technique. It is the intention to teach the fundamentals of histology. The student is required to secure various tissues and run them through the different processes preparatory to microscopic study, after which the college furnishes histological slides.

TEXT-BOOKS.—*Anatomy*, Piersol, Cunningham, and Cunningham's Dissector; Reference, Morris and Quinn. *Embryology*, Minot. *Histology*, Stohr, Lewis, Baily and Piersol.

SECOND YEAR.

COURSE 6.—*Applied Anatomy*.—In this course the student is required to review the anatomy of the entire body from a practical standpoint and to make special dissections of different parts and study cross-sections of the body through different regions. One to three hours per week throughout the entire year.

TEXT-BOOK —Davis and Woolsey.

COURSE 7.—*Minor Surgery*.—Instructions in bandaging and minor surgery, one hour per week throughout the second term.

Elective Work.—Special injections for dissections and facilities for research work in embryology will be provided for students wishing to do advanced work in anatomy.

DEPARTMENT OF PHYSIOLOGY.

Professor Carstarphen.

Professor Lake.

Assistants Gyles and Sledge.

The course in Physiology extends over the first two years of medicine. The work of the first year includes the study of living matter, the chemic composition of the human body and the reaction of living tissue to external agents. The main objects in this study are to familiarize the students with the proximate principles, proteins, fats, and carbohydrates, and with the experimental method in physiological research. The student is taught by lecture and laboratory methods the elementary physiology of muscle and nerve tissue as demonstrated on the frog and turtle, thereby preparing him for the practical laboratory work of the second year. In this course a few lectures are given to a review of some of the fundamental laws and principles of electricity so essential in physiologic experimental work.

During the second year the principles of physiology are studied theoretically and practically. Experimental work

in the laboratory is given prominence in order that the student may be trained in accurate observation and be brought into close practical relation with the subject. Occasion is taken from time to time to make references to the application of physiology in medical and surgical practice.

A new laboratory, well equipped, is now open to those who take the course. Students are furnished with adequate desk room and apparatus and work in pairs. Emphasis is laid upon technique and careful attention to records. This department occupies a part of the third floor of the Medical Building, including the physiological laboratories, lecture room, private laboratory and an operating room for animals.

FIRST YEAR.

COURSE 1.—*Physiology*.—One hour of lecture, quiz, or laboratory per week throughout the first year. Lectures on the chemistry of various substances, such as proteins, carbohydrates, and fats begin the work in physiology. Considerable emphasis is laid here because the student of chemistry is usually unfamiliar with these substances. Later the physiology of muscle and nerve will be studied in detail, and it is here that lectures are devoted to a review of those principles of electricity which are of importance to a correct understanding of the physical properties of muscle and nerve. The course usually ends with a study of foods and lectures leading up to and through the physiology of digestion.

SECOND YEAR.

COURSE 2.—*Advanced Physiology*.—Three hours of lecture and four hours of laboratory per week throughout the year.

This course consists of lectures and recitations. The subjects taken up include the physiology of blood and lymph, the organs of circulation, of respiration, secretion, excretion, metabolism and nutrition. In the Spring term the physiology of the central nervous system and of the organs of special sense is studied.

COURSE 3.—*Laboratory Course in Experimental Physiology.*
—Four hours per week throughout the year. This laboratory course consists of the performance of the important fundamental experiments in physiology. The class works in groups of two and each group is supplied with all apparatus necessary for the performance of this work. Each student is required to preserve a record of his experiments and observations in a note-book, this note-book is examined and criticised weekly and constitutes part of the work on which his grade is based. Opportunities are offered for physiological research to those students who are properly equipped. A final examination is held when the work is completed, the examination being both written and practical.

PHARMACOLOGY, EXPERIMENTAL THERAPEUTICS, TOXICOLOGY, AND PHARMACY.

Professor Carstarphen.

Professor H. D. Taylor.

Assistant Gyles.

Assistant Sledge.

COURSE 1.—*Pharmacology.*—A course of lectures and recitations of one hour per week throughout the year. In this course the normal functions of the systems of the body are considered and briefly reviewed. Here, especial emphasis is laid upon the physiologic action of drugs and other remedial agents upon the normal organism. Drugs are studied in groups, and thorough observation is made of a given group upon any one of the systems of the body. For example, the circulatory system is reviewed from the viewpoint of the physiologist; then a group of drugs, as digitalis, strophanthus, caffeine, adrenalin, and nitrites, are studied in detail with a view to their pharmacologic effect upon the circulation. In order to avoid confusion in the mind of the student, a careful selection of the most important drugs is made, throughout the year.

COURSE 2.—*Laboratory Course.*—This course begins in the spring term of the second year. Six hours per week. The purpose of this course is to show by actual experimental tests upon animals, by each student the effect of the drug which has been previously discussed in the lecture room. A laboratory well

equipped with apparatus such as kymographs, blood-pressure apparatus, chronograph recorders, respiration recorders, stimulation recorders, electric clock and so forth, is now open for the use of students taking this course. Students work in pairs as a rule, and each desk is supplied with the necessary equipment. Sometimes in a more difficult experiment the work is conducted in groups under the direction of an instructor during the entire performance of the experiment.

COURSE 3.—*Toxicology*.—Lecture, laboratory or demonstration, two hours per week through half the spring term. Attention is paid to the more important organic poisons; many of these substances find frequent use in medicine. The student is taught to familiarize himself with certain common organic drugs which are used as therapeutic agents rather than poisons, such as quinine, sulphonol, etc. The work of the laboratory is arranged in groups. Important types of each group are studied. Group I comprises the volatile poisons. Group II, the nonvolatile organic substances. Group III, metallic poisons. Group IV, poisons not in the above three groups with a study also of the blood, with reference to its detection.

COURSE 4.—*Pharmacy*.—An elementary course in pharmacy is given, two hours per week through the latter half of the spring term of the second year. It is in this course that typical pharmacopœial preparations are made, weights and measures, incompatibles, criticism of prescriptions and prescription writing and the use of official preparations are dealt with. Each member of the class is required to make the important preparations in common use.

COURSE 5.—*Physical Diagnosis*.—During the second year of the medical course one hour a week is devoted to this study. While the normal chest and abdomen are especially emphasized, occasion is taken to call attention to pathological changes in the organs. Such disease processes as are encountered are demonstrated.

DEPARTMENT OF PATHOLOGY AND BACTERIOLOGY.

Professor Herbert D. Taylor.

Assistant Bahnson Weathers.

COURSE 1.—*Bacteriology*.—During the fall term of the second year of the Medical Course, three lectures and six hours laboratory work

a week are devoted to this subject. In addition one hour a week is set aside for a quiz. In the laboratory the students acquire the routine technique in the preparation of culture media and in the various methods of sterilization and disinfection. They also become familiar with the cultivation and study of micro-organisms, the principles of the various biologic tests and staining procedures. Especial stress is laid on the practical application of the principles of Bacteriology, the student examining water, milk, air, and soil and preparing and standardizing Autogenous Vaccines. The pathogenic bacteria are especially considered from a pathologic and hygienic standpoint. All of the important groups of disease-causing bacteria are studied by each student individually.

The Lecture Course covers the history and scope of bacteriology, the biology of bacteria, and the various problems of immunity and infection.

Encouragement is given to all students who desire to undertake advanced or original work.

The Laboratories contain all the necessary equipment for the study of bacteria, including compound microscopes, lockers, staining reagents, etc. At the end of the course written and practical examinations are held.

TEXT-BOOK.—*Text-book of Bacteriology*, Hiss and Zinsser.

REFERENCE BOOKS.—The standard journals of Bacteriology, Hygiene and Parasitology on file in the Medical Library; *Immune Sera*, Wassermann; *The Wassermann Reaction*, Noguchi; *Pathogenic Micro-organisms*, Park-Williams; *Manual of Practical Hygiene*, Harrington-Richardson; *Bacteriologic Technique*, Eyre.

COURSE 2.—*Pathology*.—One hour a week for lectures and three hours laboratory work during the fall term and three hours a week for lectures with six hours laboratory work are required during the Spring Term. One hour in addition is devoted to a quiz.

Each student is supplied with a compound microscope, a locker and the supplies necessary to prepare and mount the specimens of diseased tissue, which then become his property. The sections given out demonstrate all of the more simple and many of the rather complex pathologic processes.

The course comprises: (a) Lectures on autopsies and demonstrations of autopsy material illustrating gross pathologic process. (b) Lectures and demonstrations on technique. (c) Lectures on general and special pathology, and (d) The detailed study, with individual instruction, by the Professor, of all the morbid tissue given out. Advanced and original work is at all times encouraged. Written and practical examinations are held at the conclusion of the course.

TEXT-BOOK.—*Text-book of Pathology*, Delafield and Prudden.

REFERENCE BOOKS.—The standard journals of Pathology on file in the Medical Library; *Principles of Pathology*, Adami and Nicholls; *Pathological Technique*, Mallory and Wright; *Principles of Pathologic Histology*, Mallory; *Manual of Pathology*, Coplin; *Modern Medicine*, Osler; Allbut's *System of Medicine*.

XVI. SCHOOL OF PHYSICAL CULTURE.

Director Crozier.

All candidates for the degree of Bachelor of Arts and Bachelor of Science are required to take three years of Physical Culture. All candidates for the degree of Bachelor of Laws are required to take two years of Physical Culture. Exceptions are made from the above requirements: (1) In case of students who present certificates of work done in other institutions of like standing with Wake Forest College. (2) In case of students whose total time of residence in Wake Forest College is less than the requirements stated above.

Until the senior year of his college course every student not excused by the Faculty on the advice of the Medical Examiner, must register for work in Physical Culture. In

case of five unexcused absences, the student's father or guardian will be notified; in case of eight unexcused absences, the student will be debarred from representing the College in any public function; in case of eleven unexcused absences, he will be liable to suspension from College.

Within two weeks after the opening of every session every student is required to present himself to the College Physicians for medical examination, and report of defects revealed by this examination will be made to the Dean of the College. Within two weeks after his first matriculation every student is required to present himself to the Director of the Gymnasium for physical examination.

CLASSES.—Every day the 5th, 6th, and 7th periods. Students are graded as in the other schools of the College, and these grades are reckoned in making up the general average.

Degrees

The degrees conferred are Bachelor of Arts, Bachelor of Science, Master of Arts, and Bachelor of Laws. Candidates for each of these degrees must present the fourteen units of credit required for entrance *in addition to* the courses indicated below. No subject counted in the entrance credits may be counted in the courses specified for degrees. In case a subject which is prescribed for a degree is offered for entrance credit, the full number of recitations required for the degree must be made up out of the list of electives.

Bachelor of Arts

To be entitled to the degree of Bachelor of Arts the student must have met the requirements in Physical Culture (page 95) and have completed the following courses:

Prescribed

- (Thirty-four hours.)
- Latin I (5 hrs.)*
- English I and 2 (6 hrs.)
- French I (5 hrs.) or German I (5 hrs.) or Greek I. (5 hrs.)
- Mathematics I (5 hrs.)
- Chemistry I (3 hrs.)
- Physics I (3 hrs.)
- Biology I (3 hrs.)
- Philosophy I (3 hrs.)
- History I (3 hrs.)

Elective

GROUP I. LETTERS.

- Latin or Greek (3 hrs.)
- French or German (3 hrs.)

*In case Group I (Letters) is elected, the student may make the following substitutions: Mathematics 2 for Physics 1, Greek 1 for Latin 1.

In case Group II (Civics) is elected the student may offer either French 1 or German 1 in place of Latin 1.

Twenty hours from the following groups with the restrictions noted:

Foreign Languages not more than 12 hours.

English not more than 6 hours.

Education not more than 6 hours.

Bible not more than 6 hours.

Law and Political Science not more than 8 hours.

Mathematics, Applied Mathematics, and Physics not more than 8 hours.

Biology and Chemistry not more than 8 hours.

Philosophy not more than 2 hours.

GROUP 2. CIVICS.

Political Economy 1 (3 hrs.)

Government (3 hrs.)

Twenty-five hours from the following subjects, with the restrictions noted:

Political Science, not more than 6 hours.

Law, not more than 10 hours.*

Education, not more than 4 hours.

Bible, not more than 3 hours.

English, not more than 7 hours.

Applied Mathematics and Astronomy, not more than 8 hours.

Biology, not more than 4 hours.

Foreign Languages, not more than 8 hours.

GROUP 3. MINISTRY.

Bible 1 (3 hrs.)

Bible 2 (2 hrs.)

Greek 5 (3 hrs.)

Bible 4 (2 hrs.)

English, 3 hours.

Greek 2 (3 hrs.)

Language, 3 hours.

Education 2 (3 hrs.)

*May not be taken until after the Sophomore year. Law 5 and 6 not electives here.

Six hours from the following subjects:

English, 3 hours.
History 2 (2 hrs.)
Sociology (2 hrs.)
Political Economy 1 (3 hrs.)
Philosophy 2 (2 hrs.)
Zoölogy (4 hrs.)
Botany (4 hrs.)
Geology (2 hrs.)
Elementary Physiology (1 hr.)
Astronomy (3 hrs.)
Education, 3 hours.
Bible 4 (2 hrs.)
Sunday School Method and Administration (1 hr.)

GROUP 4. EDUCATION.

Education 1 (3 hrs.)
Education 2 (3 hrs.)
Education 3 (2 hrs.)
English, 3 hours.
Language, 3 hours.
Mathematics 2 (3 hrs.)
Elementary Physiology (1 hr.)

Nine hours from the following subjects:

Zoölogy (4 hrs.)
Botany (4 hrs.)
Philosophy 2 (2 hrs.)
Bible, 3 hours.
Government (3 hrs.)
Political Economy 1 (3 hrs.)
Geology (2 hrs.)
History 2 (2 hrs.)
Astronomy (3 hrs.)
English, 3 hours.
Language, 9 hours.
Sunday School Method and Administration (1 hr.)

Bachelor of Science

To be entitled to the degree of Bachelor of Science the student must have met the requirements in Physical Culture (page 96) and have completed the following courses:

Prescribed.

(Thirty-three hours.)

English 1* (3 hrs.)

German 1 (5 hrs.)

French 1† (5 hrs.)

Mathematics 1 (5 hrs.)

Chemistry 1 (3 hrs.)

Chemistry 2 (4 hrs.)

Physics 1 (3 hrs.)

Biology 1 (3 hrs.)

History 1 (3 hrs.)

Philosophy 1 (3 hrs.)

Elective.**GROUP I. GENERAL SCIENCE.**

Language, 3 hours.

Mathematics 2 (3 hrs.)

Mathematics 3 (2 hrs.)

Political Economy 1 (3 hrs.)

Physics 2 (4 hrs.)

Zoölogy or Botany (4 hrs.)

Elementary Physiology (1 hr.)

Nine hours from the following subjects:

Chemistry 3 (2 hrs.)

Botany (4 hrs.)

Geology (2 hrs.)

Zoölogy (4 hrs.)

*Students who wish to enter off this course will be required to stand an examination on all the subjects of English 1 as given in the catalogue. They may, however, take English 2 instead of this examination.

†In Group 3 (Medicine) Latin 1 (5 hrs.) may be taken instead of French 1.

Astronomy (3 hrs.)
Applied Mathematics 1 (5 hrs.)
French 2 (2 hrs.)
German 2 (2 hrs.)
Scientific German (2 hrs.)
Bible 1 (3 hrs.)
Bible 2 (2 hrs.)
Sunday School Method and Administration (1 hr.)
Philosophy 2 (2 hrs.)
Mathematics (2 hrs.)

GROUP 2. ENGINEERING.

Mathematics 2 (3 hrs.)
Applied Mathematics 1 (5 hrs.)
Applied Mathematics 2 (5 hrs.)
Geology (2 hrs.)
Elementary Physiology (1 hr.)
Law 4 (5 hrs.)
Physics 2 (2 hrs.)
Mathematics, 2 hrs.

GROUP 3. MEDICINE.

Anatomy, 2 years (12 hrs.)
Physiology (4 hrs.)
Histology (4 hrs.)
Physiological Chemistry (2 hrs.)
Bacteriology and Pathology (6 hrs.)
Pharmacology (2 hrs.)
Surgery and Bandaging (1 hr.)
Physical Diagnosis (1 hr.)
Practice of Medicine (1 hr.)

Master of Arts

To be entitled to the degree of Master of Arts the student must have received the degree of Bachelor of Arts or Bachelor of Science and completed an additional year's

work of not less than fifteen hours a week done in residence. This work must include at least four of the following advanced courses: Latin 3 and 5, Greek 3 and 4, English, 3, 4, 5, and 6, French 2, German 2, Mathematics 2 and 3, Chemistry 2 and 3, Biology 2 and 3, Physics 2, Philosophy 2, History 2, Political Economy 2, Bible 3 and 4, Education 3, Applied Mathematics 1 and 2, Astronomy. Upon this year's work a minimum grade of 90 is required.

A study which has been taken as an elective in the Bachelor of Arts course, or the Bachelor of Science course, does not count in the required number of hours for the Master of Arts degree.

No student may receive the degree of Master of Arts in the same year in which he receives the degree of Bachelor of Arts or Bachelor of Science.

Bachelor of Laws

To be entitled to the degree of Bachelor of Laws the student must have completed the subjects named below. Studies which have been counted for the LL.B. degree will not be accepted as electives for the B.A. or the M.A. degree. Attendance in the Gymnasium is required of all candidates for the LL.B. degree three periods a week for two years.

Prescribed for Bachelor of Laws. (Forty-two hours.)

Law 1 (5 hrs.)

Law 2 (5 hrs.)

Law 3 (5 hrs.)

Law 4 (5 hrs.)

Law 5 (5 hrs.)

Law 6 (5 hrs.)

Political Economy 1 (3 hrs.)

Government (3 hrs.)

History 1 (3 hrs.)

English 1 (3 hrs.)

No student may receive the degree of Bachelor of Laws in the same year in which he receives the degree of Bachelor of Arts or Bachelor of Science.

Theses and Addresses

Except in the cases mentioned below, one thesis is required of each candidate for a degree, of not less than three thousand words, to be presented by May 1 of his Senior year. No thesis will be received later than the date specified except by special action of the Faculty and upon the payment of a fee of five dollars. The student must select the school within the scope of which he purposes to prepare his thesis, and then have the subject assigned him by the professor of that School. The subject must be reported in writing to the President on the first Wednesday in October, and may not be changed thereafter. A list of authorities consulted must be appended to the thesis. Anniversary addresses may be received as theses. Of the editors-in-chief of the *Wake Forest Student* the thesis is not required.

A second thesis of not less than three thousand words is required of candidates for the degree of Master of Arts.

On the third Monday in March the Faculty selects six members of the Senior Class as speakers for Commencement Day. Their addresses are limited to one thousand words in length. Each speaker must submit his graduating address to the President at least ten days before Commencement Day.

At the first meeting in May each of the Literary Societies may elect two of its members from the Senior Class to deliver original addresses on Society Day. These addresses may be received in place of theses. Anniversary speakers are not eligible to these positions. All addresses must be approved by the President.

Senior Theses and Senior Addresses are to be written on paper furnished by the College and are bound and preserved in the College Library.

On the diplomas of Bachelors of Arts and Bachelors of Science whose average grade is not less than 98 shall be in-

scribed the words *summa cum laude*; in case of an average grade less than 98 but not less than 95, the words *magna cum laude*; in case of an average grade less than 95 but not less than 90, the words *cum laude*.

Conditions

All "conditions" must be removed by April 4 of the Senior year.

A student who has more than thirty-eight hours of work yet to be completed, including all conditions, will not be recognized as a member of the Junior Class. A student who has more than twenty hours of work yet to be completed, including all conditions, will not be recognized as a member of the Senior Class.

Classes, Recitations and Examinations

All students, at their first matriculation, must have their course of studies for the first and the second year approved by the Entrance Committee before they will be admitted to classes.

During their Freshman and Sophomore years, students will be allowed to take only those courses that are "prescribed" for the Bachelor of Arts and the Bachelor of Science degree. In the case of the LL.B. degree, all the courses are prescribed.

Each student is expected to take at least fifteen recitations a week. No student may take more than eighteen recitations a week except by special permission of the Faculty, and upon the payment of \$2 in advance for each additional recitation. Credit on work above eighteen recitations is not given unless both these conditions are met. Failure to make an average monthly grade of 90 on each subject will debar the student from this privilege.

Every unexcused absence from a class will count a zero. Absences from classes will be excused only when permission is allowed in advance by the Professor or the Dean. Absences allowed by the Dean or a physician must be certified to the Professor. In a five-hour study three absences in any calendar month will necessitate an examination covering the work of that month. In a study coming less frequently than five times a week two absences will necessitate such an examination. Two tardies will be regarded as equivalent to an absence. Failure to stand any of these examinations will prevent the student from passing on the subject involved.

Students who make an average of less than 70 on either term's work in subjects which continue throughout the session are not allowed to make up the deficiency by averaging this grade with the other term's work.

No student is allowed to represent the College in any public function, or as editor of any of the College periodicals, whose daily grade in any class is below 75, or whose unexcused absences from Chapel or Gymnasium exceed 8, or who, in case of attendance during a previous term, has not completed without conditions at least 12 hours of that term's work.

Students who make below 60 on any subject for any term will be required to take the subject again in class. One special examination will be allowed any student failing to pass any subject, provided, first, that he has not fallen below 60 on the previous trial, and, second, that he present to the Professor the Bursar's receipt for an examination fee of two dollars and fifty cents. If a student fails to pass on this special examination he will be required to take the work in class again. The special examination fee will be remitted, first, in case of students who present a physician's certificate of illness; second, in case of conflict with other college duties.

Except in the Schools of Law and Medicine, classes are examined only at the times designated by the Faculty. (See Schedule, page 126.)

During examination no student, without permission from the instructor in charge, is allowed to sit at the same table with a member of his class, to consult any book or document, or to have communication with any person except the instructor. Examination papers are accompanied by a written pledge that no aid has been given or received.

To be entitled to a Certificate of Proficiency the student must obtain a grade of at least 75 on each study.

A course taken *in absentia* receives one-half the credit of the same course taken in residence. Students taking work *in absentia* are charged a fee of \$3.00 a term for each course taken.

Reports

At the end of the first and third quarters reports upon progress in studies are sent to parents or guardians. These quarterly reports are not intended to indicate the precise grade of scholarship of students.

At the end of each term a report is sent to the parent or guardian of the student, showing his precise grade of scholarship and the total number of his absences from recitations and religious exercises.

The reports are designed to maintain communication with parents and guardians, to elicit their counsel and encouragement, and thus bring to bear practically and directly upon every student the influence of home. Prompt attention, therefore, it is hoped, will be given to the suggestions contained in these reports.

Discipline

The discipline of the College is adapted and intended, not for boys, but for young men who have attained to such ma-

turity as enables them to exercise self-control. All students are expected to be faithful in work, prompt and regular in attendance upon all their college duties, and, in their relations with their instructors and fellow-students, to cultivate those amenities which are universally recognized among gentlemen. Profanity, gambling in all its forms, and the use of intoxicating drinks will not be tolerated. Sport or exercise likely to annoy persons or injure property is forbidden.

Students wishing to go farther than four miles from the College must obtain permission from the Dean of the College or his representative.

A student not in good standing is debarred from representing the College in any public function.

Every effort is made to develop in students the principles of manliness and the sentiments of self-respect. To this end they are trusted and treated as gentlemen.

Young men who will not respond to this open and generous *regime*, who have formed vicious habits, or who can not restrain themselves from mischief and from annoyance to their fellow-students, will not be tolerated in the institution.

Literary Societies

There are two Literary Societies—the Philomathesian and the Euzelian. Each Society holds two meetings a week—one on Friday night for debate, the other on Saturday morning for exercises in composition and speaking and for the transaction of general business. In all these exercises the members are required to participate. The Faculty regards the Societies as important aids in the work of education and in the preservation of wholesome sentiments among the students. It would be difficult to overestimate their importance in imparting a knowledge of parliamentary law, in cultivating and directing the taste for reading, and in the formation of correct habits of public speaking. Any student, after

the fourteenth day from the date of his registration, on obtaining written permission of the President, may connect himself with either of these Societies, provided its membership shall be less than three-fifths of the aggregate membership of both of them.

Students are required to join one of the Societies within two months after registration, unless excused by the Faculty.

Any student expelled from either Society is dismissed from the College.

The exceptional excellence and value of these two Societies are believed to be due, in part, to the fact that no other secret societies of any kind are allowed to exist among the students. The Trustees prohibit all other secret societies in the College, including Greek letter fraternities local or national. On September 28, 1913, they reaffirmed their long-settled policy in the following resolutions:

Resolved 1. That we most emphatically express our disapproval of any clubs or social orders of any kind whatsoever, whether regularly organized or not, which segregate them from the student body.

Resolved 2. That no student shall be permitted to remain at the College who violates in letter or in spirit the above resolution.

Resolved 3. That the Faculty require of each student before matriculation a pledge to abstain from any such order or social club as indicated in the first of these resolutions.

Several Medals are offered by the Societies.

In the Philomathesian Society—

To the best orator of the Senior class.

To the best orator of the Junior class.

For the greatest improvement in oratory and debate in the Sophomore class.

For the greatest improvement in oratory and debate in the Freshman class.

In the Euzelian Society—

The Thomas Dixon, Jr., Medal, to the best orator of the Senior class.

The Thomas Dixon, Jr., Medal for the best essay. Open to all members of both Societies.

The J. L. Allen Medal, to the best debater in the Society.

For the greatest improvement in oratory and debate in the Junior class.

For the greatest improvement in oratory and debate in the Sophomore class.

For the greatest improvement in oratory and debate in the Freshman class.

Medals are offered by "The Wake Forest Student" as follows:

For the best essay.

For the best story.

The Societies celebrate their anniversary on the Friday nearest the 14th of February in each year with a joint debate in the afternoon and orations in the evening.

The Library

MRS. ETHEL T. CRITTENDEN, *Librarian*.

H. W. G. OWENS, *Assistant*.

J. G. BOOE, *Assistant*.

The Library contains about twenty thousand volumes. The funds available for the increase of the Library are the income from an endowment of twenty thousand dollars set apart by the Board of Trustees, and certain fines and fees.

The reading room is supplied with the more important daily and weekly papers published in North Carolina, with several dailies of national importance, and with the best American and English magazines and reviews. On the shelves are found encyclopædias, dictionaries, and other books of reference, and temporarily the literature contained by the library on subjects proposed for debate by the literary societies.

The Library contains three special collections: "The James C. Maske Collection" of the Ancient Classics, "The Skinner Library" of religious literature, and "The S. S. Alsop Collection."

Special shelves are reserved for the library of the North Carolina Baptist Historical Society. Any books, pamphlets, church records, papers, manuscripts, and other documents tending to throw light upon the history and progress of our denomination will be gladly received and carefully preserved.

During the time the College is in session the Library and reading room are open from 8:30 a. m. to 4:30 p. m., except on Saturdays, when the opening hour is 10:30 a. m.

Members of the College are, under a few necessary limitations, allowed access to the bookshelves. Students may use the books in the Library building, and have the privilege of borrowing two volumes at a time.

During the past year donations have been made to the Library by the following:

Lake Mohonk Conference on International Arbitration.

Robert S. Simmons.

United States Brewers' Association.

John F. Schenck.

L. L. Knight.

E. W. Sikes.

J. B. Gambrell.

M. M. Smith.

A. H. Strong.

N. C. Historical Commission.

J. R. Jones.

W. H. Heck.

Atlanta College of Physicians and Surgeons.

Carnegie Endowment for International Peace.

A. C. Dixon.

W. L. Poteat.

The Museum

The College Museum contains a considerable variety of minerals, a series of typical fossils, and specimens of the chief groups of animals, besides other interesting objects. It is, therefore, a valuable aid in the teaching of the sciences. The students and other friends of the College are asked to help in the enlargement of the collection.

Since the publication of the last catalogue the following persons have made contributions to the Museum, and to them the thanks of the College are due:

Mr. Jack Beal.

Mr. H. B. Cooley.

Mr. Posie Downs.

Mr. F. S. Hutchins.

Mr. J. D. Ives.

Mr. J. G. Lane.

Wake Forest Scientific Society

In December, 1890, certain students and professors of the College organized the Wake Forest Scientific Society. Its objects are to promote interest in the progress of science and to encourage original investigation. Those who are, or have been, members of the Faculty or students of the College are eligible to active membership. The regular meetings are held on the first Tuesday evening of each month of the session.

Wake Forest Alumni Association

The objects of this Association are to preserve and quicken the interest of its members in their Alma Mater, to secure the expression of this interest by the improvement of plant and equipment, to suggest changes in the course of study, to discuss educational problems, to record the progress of the arts and sciences, and to preserve the history and influence of the College as illustrated in the lives of individual Alumni. Any former student of the College is eligible to membership upon the recommendation of the standing committee.

The annual meeting is held at the College on Thursday evening of Commencement week, at which time a member chosen a year before delivers an oration.

The annual address for 1914 was delivered by Rev. Charles L. Greaves (Class of 1897) of Lumberton, N. C.

The following are the officers of the Association:

President—G. T. Stephenson, Winston-Salem, N. C.

Vice-President—L. R. Varser, Lumberton, N. C.

Secretary and Treasurer—Professor H. A. Jones, Wake Forest, N. C.

Orator—Hon. T. W. Bickett, Raleigh, N. C.

The closer organization of all old students of the College is now in process under the auspices of the General Association. The following local Associations have been organized.

New York City—President, Rev. Oscar Haywood, D.D.; Secretary-Treasurer, Dr. John E. Ray.

Texas—President, Dr. J. L. Kesler, Baylor University, Waco; Secretary, Dr. C. B. Williams, Southwestern Baptist Seminary, Fort Worth.

South Carolina—President, A. J. Bethea, Columbia; Secretary, William P. Etchison, Columbia.

Carteret County—Senator M. L. Davis, Beaufort; Secretary, Charles T. Bell (deceased), Morehead City.

Wake County—President, Dr. Charles Lee Smith; Vice-President, Dr. J. R. Hunter; Secretary-Treasurer, Needham B. Broughton, Jr.

Durham County—President, Superintendent Charles H. Jenkins; Secretary, Charles L. Haywood.

Forsyth County—President, Gilbert T. Stephenson; Secretary, J. I. Singletary.

Johnston County—President, Rev. J. E. Lanier; Secretary-Treasurer, Superintendent L. T. Royall.

Robeson County—President, R. C. Lawrence; Vice-President, L. R. Varser; Secretary-Treasurer, W. Lennon.

Athletics

The College encourages all manly sports. Especial emphasis is placed on outdoor sports and every student is urged to spend some part of the day in vigorous open-air exercise. For this purpose there are baseball diamonds and tennis courts. In each college year Field Day is recognized for the encouragement of track athletics. All sports and games are under the direction of the Athletic Association, a student organization. The Faculty exercises a general advisory control through its Athletics Committee.

In order to become a member, or a subordinate member, of any athletic team, the student must conform to the following regulations:

1. He must be a *bona fide* student, having at least ten units of entrance credits, and taking not less than 15 hours of work, and must have registered not later than the first Tuesday in October.

2. His unexcused absences from chapel services or gymnasium must not exceed 8 for the term; he must make an average daily grade of as much as 75 in each of his classes, and, in case of attendance during a previous term, must have completed without conditions at least 12 hours of that term's work.

3. The application must be approved by the Dean of the College.

4. Any student who has participated as a player on a college team in either football, baseball, or basketball for a period of four years shall thereafter be ineligible for such athletic contests of the College.

5. No student shall be eligible for any athletic team who shall have played upon or been a member or substitute member of any of the professional or league teams named in classes A, B, C, and D in the publication of the American Sports Company.

An athletic team may be allowed absence from the College for periods aggregating not more than five days in any one session, not including Saturdays.

Publications

The Euzelian and Philomathesian Societies publish monthly, from October to June, inclusive, a literary magazine known as "The Wake Forest Student." It is now in its thirty-second volume, and deserves the support of the friends of the College and of the Alumni in particular. Dr. J. H. Gorrell represents the Faculty in its editorial control.

The Young Men's Christian Association publishes annually a manual for the convenience of students.

The general student body publishes a college annual, "The Howler."

The "Bulletin of Wake Forest College" is published quarterly by the Trustees.

Religious Exercises

Religious services are held each day, and all the students are required to attend them. Students who are not in their assigned seats when the bell ceases to toll for morning prayers are marked absent. From the time of entering the chapel to the time of leaving it, students are required to abstain from all irreverent behavior.

In the case of five unexcused absences, the father or guardian will be notified; in case of eight unexcused absences, the student will be debarred from representing the College in any public function; in case of thirteen unexcused absences, the student will be liable to suspension from College.

Only two excuses for absence from Chapel will be received,—sickness certified by a College physician, and business engagements allowed by the Dean in advance.

Students will be graded upon chapel attendance, and these grades will be reckoned in determining distinctions at graduation.

A well organized Baptist church, Rev. Walter N. Johnson, pastor, worships every Sunday and holds a prayer meeting every Wednesday evening. A new church building on the campus has just been completed.

In connection with the church is a well equipped Sunday School largely attended by the students. Professor J. H. Highsmith is the superintendent; and among the teachers are several professors of the College who conduct Bible classes especially designed for students. A missionary society meets once each month.

An essential feature in the religious life of the College is the Young Men's Christian Association. It is the largest organization among the students—two-thirds of them being actively connected with it. The purpose of the Association is to help the students to practice the truth as they learn it, to preserve their loyalty to Christ, and to win their fellows to Him. For several years the Association has made special efforts more effectively to influence the non-ministerial students. In this it has succeeded, and now the president and other principal officers come from this section of the student body. The Association assembles immediately after supper on Monday evenings for prayer meeting. These meetings are usually led by some student selected by the chairman of the religious meeting committee. Each year the Association sends a number of delegates to the Interstate Convention and to the Student Conference. It organizes both Bible Study Bands and Mission Study Bands. These bands, each with its leader, meet regularly once a week. The present officers are: Claude C. Cashwell, President; G. Ferguson, Vice President; A. Y. Arledge, Recording Secretary; J. M. Gatling, Corresponding Secretary; J. G. Booe, Treasurer; P. H. Wilson, Chairman Devotional Committee. The Association publishes annually a manual for the convenience of students.

Ministers

There is no theological department in the College. Of the total number of students this session, seventy-nine are ministers.

In pursuance of the purpose of the North Carolina Baptist State Convention to provide an educated ministry for the churches which compose it, ministerial students receive assistance in several ways. They are not required to pay the tuition fee. Again, those who have been licensed to preach and are unable to command the means necessary to

defray the cost of board, may receive aid for this purpose from the Board of Education of the Baptist State Convention, so far as the means may be at its disposal. Professor W. R. Cullom, Corresponding Secretary of the Board of Education, Wake Forest, N. C., will give all who need it information on this point.

The Professor of the Bible conducts each year a class in the study of the more prominent lines of a minister's work. The class meets once a week. Its work is not credited on the requirements for any of the college degrees, but it is believed to be of especial value to ministers, helping them to a first-hand acquaintance with the literature of the subjects taught, while it stimulates in the student the desire to attend a theological seminary.

The Baptist State Convention, in its sixtieth session at Greenville, N. C., adopted a report on education which expressed the opinion that the highest interests of ministerial students are not served by their becoming pastors of churches, and the conviction that such an arrangement is not desirable for the churches themselves. In view of this action and of the mature opinion of the Faculty in harmony therewith, students who are preparing to preach will not be allowed to be absent on ministerial duty more than one Sunday in each month, and it is strongly advised that they shall not assume the pastoral care of churches at all during their student life in the College.

Scholarships

The Board of Trustees has established sixty-eight scholarships in the academies and graded schools of North Carolina. The Faculty has adopted the following conditions upon which appointment to one of these scholarships is made:

The appointee must be a male student of the white race, of good moral character, who has made the highest grade on competitive examination conducted under the direction of the principal or other person in charge of the school entitled to the scholarship. The appointment is for one year only, but the scholar so appointed is eligible to reappointment, *provided* (1) his deportment is blameless, and (2) he has made a passing grade on each study taken the previous year, making, in the case of reappointment for a second year, a minimum average of 85 on all studies taken the first year, and, for a third year, a minimum average of 90 on the second year's work. The scholarship is not available to the same student beyond three years. In case the scholar fails of reappointment for a subsequent year, the school may make a new appointment on the conditions given above.

College Expenses

Required of all Students—

Tuition per term of five months.....	\$25.00
Matriculation fees per term*.....	14.50
Contingent fee per term†.....	2.00

Special Fees—

Chemistry fee per term.....	5.00
Biology fee per term.....	2.00
Physics fee per term.....	2.50
Histology fee per term.....	2.50
Anatomy fee per term.....	7.50
Physiology fee per term.....	5.00
Bacteriology fee per term.....	2.50
Pathology fee per term.....	2.50
Graduation fee	5.00

A student taking more than eighteen hours of work a week is charged a fee of \$2.00 a term for each hour of additional work.

No student is allowed to enter any class without the Bursar's certificate of registration.

The charges are due in advance, registration being conditioned upon the payment of the matriculation fees and the contingent deposit. No deduction from the charges is made except in case of protracted illness.

Ministerial students and the sons of such ministers of the Gospel as live by the ministry receive free tuition. A minister who asks for the remission of this tuition fee must present his license and sign a note for tuition which will be canceled after five years of service in the ministry or in case of death.

*Additional matriculation fees of \$2.00 in the fall term and \$3.00 in the spring term will be required of all students who fail to matriculate on the first day of the term.

†The contingent fee is liable for any damage to College property for which students are responsible.

Board and Lodging

Table board can be obtained in private families at \$2.50 to \$3.00 per week. Lodging can also be obtained in private families at moderate rates.

A number of students make arrangements for club-board-ing. A steward, chosen by each club, buys supplies and keeps accounts. The services of a lady are secured to super-intend the preparation of food and to preside at the table. The price of board is thus reduced to its actual cost, which seldom exceeds \$2.00 to \$2.75 per week.

Furnished rooms, with heat and light, in the old Dormi-tory building are rented at \$20 for the fall term and \$25 for the spring, payable in advance—one-half paid by each occu-pant; in the new Dormitory the price per student for the fall term ranges from \$11 to \$25; for the spring term from \$14 to \$30. A deposit of \$5 is required in advance of each occupant of both the new and the old dormitories and is returned less any damage done the room or the furniture after the close of the session.

To these college rooms the following regulations apply:

Rooms which are not engaged by written application to the Bursar by July 1st are considered vacant.

Vacant rooms will be assigned to the first applicant. When two or more students apply for the same room at the same time, the assignment will be made by lot.

Occupants of the rooms of the Dormitory who conduct themselves in such a way as to create disorder in the build-ing and who, by unnecessary noise, interfere with the com-fort of the other occupants, will be required to vacate their rooms at once.

Occupants of rooms will be held responsible for all dam-age done to them and all disturbance created in them, and if they do not keep the rooms in good order they will be required to vacate them.

The period for which all rooms are rented extends to the close of the term.

Students' Aid Fund

The Students' Aid Fund, originating in a plan suggested by Mr. J. W. Denmark while a student here, has grown until it now amounts to about seventeen thousand dollars. It is being constantly augmented by contributions from generous friends as well as by the interest accruing on its loans. Hundreds of young men, many of them now filling positions of prominence and usefulness, have enjoyed its help. Its purpose is to enlarge the opportunities of ambitious youth; its plan to make cash loans at five per cent interest for expenses other than tuition to worthy, non-ministerial students. Prospective students are invited to correspond with the treasurer, Prof. E. W. Sikes, Wake Forest, North Carolina.

Form of Bequest

Those who wish to remember the College in their wills should employ the following form:

"I give, devise, and bequeath to the Trustees of Wake Forest College, for the endowment of said College, the sum of dollars."

Schedule of Medical Classes

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:10—9:10	1st year Hist. Lab.	1st year Hist. Lab.		1st year Embr. Lab.	1st year Anat., Lab.	1st year Anat., Lab. 2nd year Minor Surgery
9:10—10:10	1st year Hist., Lab. 2nd year Phys., Diagnosis	1st year Hist., Lab. 2nd year Physiology.	2nd year Fath.	1st year Embr. Lab. 2nd year Physiology	1st year Anat., Lab. 2nd year Physiology.	1st year Anat., Lab. 2nd year Applied Anat.
10:10—11:10	1st year Hist., Lab. Bio-Chemistry†	1st year Embr., Lab. 2nd year Physiology	1st year Physiology Pharmacy and Toxicology	1st year Embr., Lab. 2nd year Physiology	1st year Anat., Lab. Prescription Writing.†	1st year Anat., Lab. 2nd year Applied Anat.
11:10—12:10	1st year Hist., Lab. Bio-Chemistry.†	1st year Embr., Lab. 2nd year Physiology.	Pharmacy and Toxicology	1st year Embr., Lab., 2nd year Physiology.	1st year Anat., Lab., Pharmacology.	1st year Anat., Lab. 2nd year Applied Anat.

1:30— 2:30	1st year Anat., Lab., Bio-Chemistry,* Bacteriology.†	1st year Anat., Lab., Pathology†	1st year Anat., Lab., Bacteriology* Pathology.†	1st year Anat., Lab., Pathology†.	1st year Anat., Lab., Phar. Lab.,† Bacteriology.*
2:30— 3:30	1st year Anat., Lab., Bio-Chemistry,* Bacteriology.†	1st year Anat., Lab., Pathology,* Pathology.†	1st year Anat., Lab., Bacteriology,* Pathology.†	1st year Anat., Lab., Pathology,* Pathology.†	1st year Anat., Lab., Phar. Lab.,† Bacteriology.*
3:30— 4:30	1st year Anat., Lab., Bio-Chemistry,* Bacteriology.†	1st year Anat., Lab., Pathology.* Pathology.†	1st year Anat., Lab., Bacteriology.* Pathology.†	1st year Anat., Lab., Pathology.* Pathology.†	1st year Anat., Lab., Phar. Lab.,† Bacteriology.*

* Fall Term only.

† Spring Term only.

Schedule of Classes

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First 8:10-9:10	Law 1 German 0 Latin 0 Mathematics 0 Political Economy 1 German 1 Bible 5	Law 1 German 1 Latin 0 Mathematics 0 French 2 Bible 2 Biology, 2 and 3 Education 5	Law 1 German 0 Latin 0 Mathematics 0 Political Economy 1 German 1 Bible 5	Law 1 German 1 Latin 0 Mathematics 0 French 2 Bible 2 Biology 2 and 3 Education 5	Law 1 German 0 Latin 0 Mathematics 0 Political Economy 1 German 1 Bible 5
Second 9:10-10:10	Mathematics 1 Law 3 Greek 0 Astronomy Government Physics 1 Spanish 1 English 2	Mathematics 1 Law 3 Greek 0 Surveying 1 German 2 Physics 2 History 2 Biology 2 and 3 Spanish 2 Latin 4	Mathematics 1 Law 3 Greek 0 Astronomy Government Physics 1 Spanish 1 English 2	Mathematics 1 Law 3 Greek 0 Surveying 1 German 2 Physics 2 History 2 Biology 2 and 3 Spanish 2 Latin 4	Mathematics 1 Law 3 Greek 0 Astronomy Government Physics 1 Spanish 1 English 2
Third 10:10-11:10	Latin 1 Mathematics 1 Law 2 Law 5 Biology 1 French 1 Greek 2 Surv. 2 (Desc. Geom.) English 3	Latin 1 Mathematics 1 Law 2 Law 5 Drawing 2 Greek 5 Greek 3 Biology 5 French 1 Mathematics 3	Latin 1 Mathematics 1 Law 2 Law 5 Biology 1 French 1 Greek 2 Surv. 2 (Desc. Geom.) English 3	Latin 1 Mathematics 1 Law 2 Law 5 Drawing 1 Greek 5 Greek 3 Biology 5 French 1 Mathematics 3	Latin 1 Mathematics 1 Law 2 Law 5 Biology 1 French 1 Greek 2 Surveying 2 English 3
Fourth 11:10-12:10	Greek 1 Law 4	Greek 1 Law 4	Greek 1 Law 4	Greek 1 Law 4	Greek 1 Law 4

	French 0 Chemistry 1 History 1 Philosophy 1 Physics 1 English 4a English 4b	French 2 Drawing 2 Chemistry 2 Sociology Latin 3 Bible 4 Biology 4 Philosophy 2 Mathematics 4	French 0 Chemistry 1 History 1 Philosophy 1 Physics 1 English 4a English 4b	French 2 Drawing 1 Chemistry 2 Sociology Latin 3 Bible 4 Biology 4 Philosophy 2 Mathematics 4	French 0 Chemistry 1 History 1 Physics 1 English 4a English 4b Mathematics 4
12:10-12:30	Chapel service				
Fifth 1:30-2:30	Mathematics 1 Mathematics 2 English 1 History 1 Education 2 English 6 Latin 5	Mathematics 1 Political Economy 2 Education 4 Practice Surveying 1 German 2 Latin 2	Mathematics 1 Mathematics 2 English 1 History 1 Education 2 English 6 Latin 5	Mathematics 1 Political Economy 2 Education 4 English 1a Practice Surveying 2 German 2 Latin 2	Mathematics 1 Mathematics 2 English 1 History 1 Education 2 English 6
Sixth 2:30-3:30	Latin 1 Law 6 Latin 0b Bible 1 Education 1 English 1	Latin 1 Law 6 Latin 0b Education 3 English 5 Practice Surv. 1 Bible 3	Latin 1 Law 6 Latin 0b Bible 1 Education 1 English 1	Latin 1 Law 6 Latin 0b Education 3 English 5 Practice Surv. 2 Bible 3	Latin 1 Law 6 Latin 0b Bible 1 Education 1 English 1
Lab. Work	Physics Lab. 1 Chem. Lab. 3	Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1 Chem. Lab. 2	Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1 Chem. Lab. 3	Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1 Chem. Lab. 2 Chem. Lab. 2	Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1 Chem. Lab. 3

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NEW SERIES

JULY, 1915

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MIDSUMMER NUMBER

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Culture and Leadership

Baccalaureate Address, delivered by President William Louis Poteat to the
Class of 1915

A tradition which I can neither break nor evade requires of me a parting word. It can only gather up in convenient form for review and summary the ideals and aims which this College has sought to grow in you these four years past.

The College was founded against the pressure of hard external conditions. The casting vote of William D. Moseley, of the North Carolina Senate, was needed to legitimate its birth. Its immediate friends were few and scattered and not overburdened with excess of fortune. But the inward pressure of a great ideal prevailed, and provision not meagre for its day was made for education under Christian auspices and for Christian aims. You stand in this honorable succession and pass out today to recruit the forces enlisted for the renewal of the social order after the Christian standard.

The good Providence which picked you out of the mass of your fellows in the ratio of one out of a hundred to profit by such opportunities as you have had here was not concerned primarily for you, but for the better service which you might render the higher aims of life. You may have come here at first to enhance your power of acquisition and to enlarge your capacity of enjoyment, but, I charge you, if you leave these halls now with such a selfish view of your college training, you demonstrate at once your unworthiness and our defeat. College training does, indeed, enlarge the capacity of enjoyment, it does enhance the power of acquisition, but college training under Christian guidance and control submits the enriched personality to the Chris-

tian aim and holds itself open to the Christian demand for service at the point of need.

Culture is the call to leadership; Christian culture to the leadership of the forces of righteousness. Our most respected publicist has said that the future of democracy is with the schools. But I venture to think that light is not the only need of democracy. Light is good, but air is essential. Religion is the breath of democracy. Culture apart from the Christian motive merely equips with a higher efficiency a selfish individualism, which written large spells anarchy. But as religion is the bond of all social aggregates, so culture which is under the sway of the Christian ideal is the instrument to transform democracy into Christian democracy and establish it in perpetuity.

Such a culture is marked by a store of ideas gathered out of all the fields of human interest and activity, and so is not nonplussed in a new situation, is capable of prompt adjustment, is fertile of suggestion, with the result of passing in any group not so trained into a natural leadership. It is an inner discriminating taste, openness of mind which looks abroad with sympathetic appreciation and appropriates what is serviceable to its ends from any quarter whatsoever. The disguise of different names can not hide from it essential unity of purpose, or discharge it from a friendly co-operation. It hates error, but would not burn people; it hates error, but knows enough to recognize its own fallibility. Without self-assertion it rides abroad redressing human wrong, and like Sir Galahad its strength is as the strength of ten because its heart is pure. What the old Spanish knight said in empty bombast, Christian culture says with a chastened sense of responsibility, "I was born into an age of iron to transform it into an age of gold."

Permit me to specify the spheres where culture consecrated to the noblest ends will exercise its natural leadership.

The enemies of human life are numerous and persistent, and they take their toll with a certainty and regularity capable of being set down in statistical tables beforehand. Their challenging gauntlet lies on the threshold of your career. Some of them attack the standard and type of the race; some of them menace or mar the social order. For example, we have learned but lately that half our illness and a third of our deaths are preventable; that we do not live out our proper expectancy; that many a prolonged life limps at its task on a low level of efficiency, and that few even of the most vigorous ever reach the normal level. We have learned, moreover, that the human being capitalized merely as working power has five times the value of all other capital. Take up that gauntlet, fight the indifference of the government which, to protect us from enemies mainly imaginary, spends seventy per cent of its revenue, but to protect human life from disease and forestall defects which put ten per cent of the population on the backs of the rest, spends one and a third per cent of its revenue. Fight the indifference of the local public and the popular superstition that mortality statistics reflect the divine decree.

An even more serious enemy of the standard of the race is vice. It is the function of the young, as a thoughtful writer has observed, to equip each generation with gaiety, to assert the worth of life, against the disillusionment of age. But an industrial period is more interested in the productive labor of the young, who flock to industrial centers under hazardous conditions. The elemental love of play and the elemental sex susceptibility are commercialized on the horrible assumption that there can be no joy which is not impure, no gaiety which is not a debauch. Pick up that gauntlet, and let gallantry reinforce intelligence as you ferret out and strike down this darkest foe of the race.

Alcoholism is a vulgarity, but it is more. It is an enemy

of the race. You will be expected to help make the spreading victory against it complete. Gambling is a low vice, punishable as a crime, but it is now aspiring to respectability, venturing into the open, invading even the drawing rooms of the elegant. Its subtle spread threatens the basis of the economic system and the central principle of personal morality. The only alternative presented to Christian culture here is to fight or to compromise its character.

Ignorance is said to be the mother of devotion. Ignorance is the mother of nothing—but little ignorances, which grow up to perpetuate and spread the reign of night. The illiteracy of the South Atlantic States is three times as great as that of New England, and more than twice as great as that of the whole country. Our own State is within seven of the bottom of the list of illiteracy. Your responsibility in this field is manifest and urgent. Champion the inalienable rights of the child, play-time and education. Speak the uttermost truth unabashed in the presence of any aristocratic tradition and win the crown which is already made for the most fundamental and constructive of public ministries.

There are other enemies of human life which challenge your Christian culture, the enemies which menace or mar the social order. War is a crime against society. It is deliberate national bankruptcy and suicide. The back of this monster must be broken—you must support the new declaration of war against war, and I now appoint you to commands in the campaign which is already begun. We must break what has been assumed to be the necessary association of war and heroism, reverse our habit of educating every new generation of boys in the military spirit, and extend to national relations the personal code of reason, justice, and law.

The family is the most ancient and important of social institutions. It is menaced by the conditions of modern

industry. The sacred bond of marriage appears to be dissolving as the contagion of low moral standards spreads. With the single exception of Japan, our own country has the bad distinction of leading the world in percentage of divorce. I have been authoritatively informed that in an important city of the Southwest there is one divorce in every three marriages. What is your intelligence good for if it can not see the peril of such a tendency? Where, pray, will your Christian impulse express itself, if it build not the breakwater of public conscience and law against this inundation?

The existing economic system is held by many to have grown up through a succession of blunders. It is certainly now marred by inequality and injustice, which are a standing challenge to every enlightened Christian spirit. What a battlefield is here! You will commit yourself wholeheartedly to the policy which recognizes the downmost man, which enthrones the spirit of fraternity and justice, which softens the conditions under which the poor fight the endless battle for bread, which provides the minimum of necessary working hours under the maximum of wholesome life conditions, which regulates the labor of children and women in the interest of the race, which secures to the workers a fair share in the prosperity which they produce. In short, whatever may be your sphere of action, you will be expected to lead in the reshaping of business and social relations in accordance with the Christian standard.

It must be confessed that organized Christianity is not now recognized in some clearly Christian activities, which on that account are designated not Christian, but humanitarian. Today when the rising social spirit presents a square challenge to Christianity some Christian leaders cordially approve, not a few are actively in the opposition, setting a false alternative and bidding the uninformed choose between

theology and sociology, between salvation by grace and salvation by environment. Still others approve with a compromising *but*,—approve coldly and briefly, and hasten to warnings which absorb enthusiasm more appropriate to a cordial advocacy. I remind you that the Christian program is not exhausted in the readjustment of any economic system, nor, on the other hand, in insurance against disaster in another world. I can not agree that the true function of organized religion is correctly described as “that of formulating a man’s relations to the mysteries that surround him, and expressing with pomp and poetic emphasis his aspirations toward immortality.” In fact, the “pomp and poetic emphasis,” at least, appear curiously alien to the meek spirit of its Founder, who went about doing good. Precisely here the need of Christian leadership is called for. For many who are less fortunate than you the social program of Christianity needs to be mediated with tact and intelligence. On the other hand, the serious distinction between Christianity and socialism must be made clear, with the fatal limitation of the socialist program, namely, the impossibility of making a just society out of unjust material. On the other hand, the program of the Kingdom of Heaven must be shown to be all-inclusive, proposing the reconstruction of the social order through the reconstruction of the units which compose it. Here is a task for the Christian layman as well as for the Christian minister.

Some persons refer with apparent pride to their limitations in the appreciation of the beautiful. For example, the old masters are for them not any sort of masters; the great poets are for faddists, they prefer the popinjays of rhyme; the vogue of the higher musical forms, they are quite sure, is an affectation. In the essay on Inner Beauty, Maeterlinck says that the natural and primitive relationship of soul to soul is a relationship of beauty, beauty is the only

language of the soul, in nothing else can the soul take interest. And yet when people come together they appear, out of a strange fear of beauty, to shut the great doors of life and to prefer the baser things wherewith to amuse themselves. If one of such a company have done that day a noble and beautiful thing, he will ascribe it to wretched motives and so relieve himself of its odium. Your introduction here into at least one of the provinces of the realm of beauty will make the apologetic attitude toward any of its forms impossible to you. The essential vulgarity of that feeling needs no further rebuke than the assertion of the place of beauty as an inherent element of the human nature. It is one of the functions of education but indifferently discharged as yet among us to lead every growing soul into the racial inheritance of beauty. I am hoping the day will come when art for humanity's sake will find here more distinct recognition in both environment and courses of study. Here again the cultivated youth of this generation may prepare a better day for the next.

The world of politics calls some of you. Do not answer too soon. You will do well to wait upon the ripening of experience before seeking public position. But do not allow the reputed odium of the political career to deter you from a public service which you are able to render. Any career is noble if nobly pursued. The political career is in itself honorable when conceived as "rational experimenting in the light instead of wrangling over the next leap in the dark." Some politicians are like coach-dogs, they follow in front. Their self-seeking may not set the standard of your service. You may not aspire—though I remind you that there is no law against it—you may not aspire, I say, to the distinction of that college man whose enlightened restraint and courage and sanity in the time of world-crisis bows the world's heart in deference and gratitude. But in

any humbler station where you serve the public need, I charge you, dedicate humbler powers to the same high ends and like him hold the law of Christ above the tradition of the elders, set up the Christian standard in the market-place, and make the government just and humane, the servant, not the master, of the people.

Whether you do the duties of good citizenship in official or private life, you can not escape the responsibility of leadership. There will be constructive policies to promote. Co-operation for the common good will require champions. There will be passionate fires to put out, prejudices and superstitions to expose, iniquities entrenched in hoary traditions to dislodge, the weak will need defense, the outcast justice. If the new college man with his chivalry and idealism, his independence and training, fail to respond, what hope can there be of others?

An anonymous but evidently able writer on the problem of reconstructing the present chaotic world order on the basis of adequate knowledge of its factors, says that his design is merely "to give a little twist in the right direction to one or other of the giant intellects which are possibly, and even probably, ripening around us." None of you may be ripening into the Aristotle of this great synthesis, but I confidently expect you to hold commissions of varying responsibility under him. It is the vastness of the world that hinders us from reducing its chaos to a humane and rational order. You may assist in the analysis of the problem, you may contribute an organizing principle in one section of life, you enlist or train the recruits of the new order, you mold the public mind to the pattern of the mind of Christ, you marshal the forces of justice and light against the oppressor who darkens counsel to cover up injustice. Whatever your special task may be in the growing good of

the world, your position will be one of leadership. That leadership you will consider not a prize, but a burden, not so much a distinction as an opportunity. But the more unselfishly it is undertaken, the more certainly will the burden become a prize and the opportunity a distinction. Permit me at once to warn and to encourage you with the great principle of Christ, that the height of the pyramid of distinction will be in direct proportion to the area of the base of service.

Faculty Personals

The following are Professor J. Henry Highsmith's engagements for the spring and summer: April 1, Vance County Commencement address, Henderson; April 16, Moore County Commencement address, Carthage; April 24, Baraca Convention address, Raleigh; April 27, Graded School Commencement address, Apex; April 30, Graded School Commencement address, Jackson; April 30 to May 2, Sunday School Institute, Edenton; May 7, address at Enterprise (Wake County) School; May 12, Commencement address, Troy; May 22, address at Stedman; June 15 to July 28, classes in Psychology and Education at the Normal and Industrial College Summer School; August 1 to 14, Teachers' Institute for Mecklenburg County at Davidson College; August 14 to 28, Teachers' Institute for Wayne County at Goldsboro.

The College Bursar, Mr. E. B. Earnshaw, accompanied by his wife and mother and Miss Agnes Taylor, left Wake Forest June 19 for a richly deserved vacation on an extended trip to the West, including the Panama Exposition.

Dr. Hubert McNeill Poteat, of the chair of Latin, made a ten days trip to New York City immediately after Commencement. He conducted the music at the Baptist Chautauqua at Wrightsville, N. C., and, assisted by the Faculty Quartet, conducted the music at the Virginia Baptist Encampment, Virginia Beach. His two songs, "Crossing the Bar" and "Lead, Kindly Light," were published in May by a music house of New York City. They are dedicated to Professor Albert Mildenburg, of Meredith. He has given organ recitals this spring and summer at Sumter, S. C.,

Mt. Airy, Buie's Creek, and Wilmington, conducted the Choral Society at Henderson, with festival concert, May 18, presided and gave anniversary address of the Johnston-Caswell Lodge, No. 10, Warrenton.

One of the most attractive and valuable features of the revived *State Journal* of Raleigh is "The World of Moving Events" supplied weekly by Dr. George W. Paschal, Professor of Greek and Latin. He is at home not only in the details of college standards and courses, but also in national and world politics.

Professor Edgar W. Timberlake before taking up his work in the Summer Law School refreshed himself by a visit of two weeks to Niagara Falls and Canada and New York City.

Associate Professor Hubert A. Jones of the department of Mathematics was appointed to the full professorship of Mathematics by the Board of Trustees at the annual meeting in May. He is taking during the vacation a trip to the Panama Exposition.

Director J. Richard Crozier of the department of Physical Culture is this summer with the Horner School Camp near Black Mountain, N. C.

Upon the resignation of Associate Professor Jay B. Hubbell, who had been allowed a year's leave of absence, Acting Professor Roger P. McCutcheon (B.A., Wake Forest, 1910, M.A., Harvard, 1912), who conducted the English courses last session in the absence of Dr. Sledd and Associate Professor Hubbell, was appointed Associate Professor of English by the Board of Trustees in May. It is understood that he will have charge of the work in language, and Dr. Sledd will continue to do the English literature work.

Dr. Benjamin Sledd, after a year's travel in Europe on the Kahn Traveling Fellowship, reached home on July 3. He is in fine health and spirits, in spite of some embarrassments incident to the suspicions and dangers of the great war. His itinerary included Ireland, Scotland, England, France, Switzerland, Italy, Sicily, Corfu, and Greece.

Dr. Sikes has met the following engagements the past spring: Nash County Commencement, April 9; Columbus High School, April 17; Kittrell High School, April 23; Princeton High School, April 29; White Oak High School, April 30; St. Paul's High School, April 30; Buie's Creek Academy, May 4; Coates High School, May 5; Lenoir Graded School, May 10; Whiteville Graded School, May 28; Wilmington Union, May 30; Port Norfolk High School, June 7. Dr. Sikes was appointed Dean of the College by the Trustees in May.

At a special meeting on June 14 of the Executive Committee, to whom the matter had been referred by the Board of Trustees, Dr. Roswell Elmore Flack, of Spray, N. C., was elected Professor of Pathology and Bacteriology, to succeed Dr. Herbert D. Taylor, resigned. Dr. Flack was born in Rutherford County, N. C., in 1877. He attended the public schools of that county and the Rutherfordton Military Institute, and entered Wake Forest College in the fall of 1898, graduating with the degree of B.A. in 1901. Then followed four years of experience as a teacher at Burnsville, Caroleen, Fletcher, and Rutherfordton. In 1906 he began the study of medicine at the University of Nashville, Tenn. For the next two years following he was private secretary to Congressman W. T. Crawford. In 1909 he entered the Medical Department of Johns Hopkins University, from which he secured his professional degree in 1913. The same year he passed the State Board of Medical

Examiners, and during the summer and fall took special work in the Baltimore City Health Department and the Winyah Sanatorium of Asheville, N. C. Since 1913 he has held the position of Health Officer at Spray, N. C. He has published two articles on his health work in this position. Dr. Flack will spend the present summer in post-graduate work in Johns Hopkins University. He married Miss Lola McClain, of Greenville, S. C., and has one child.

Professor John F. Lanneau, of the chair of Applied Mathematics and Astronomy, has been honored with the degree of Doctor of Laws by Furman University. The distinction was bestowed at the late commencement in recognition of his original published work in astronomy. The wide circle of his friends will consider it well bestowed.

Dr. Willis R. Cullom, Professor of Bible, attended the commencement of Richmond College, where he received the degree of Doctor of Divinity. The degree was announced a year ago, but it was conferred only last month. Dr. Cullom turned over to Dr. R. T. Vann, Secretary of the new Board of Education, on July 1, the books of the old board, which had in charge the education of young ministers. During his incumbency the number of men aided was more than doubled, and in other ways he accomplished a notable work for the cause of ministerial education in the South. Dr. Cullom conducted one of the classes at the Virginia Beach Encampment, and is engaged to supply the pulpit of the Baptist church of Lexington, Va., for the month of August.

Dr. John William Nowell, Associate Professor of Chemistry, was elected Professor of Chemistry to succeed Dr. Charles Edward Brewer, resigned, at the annual meeting of the Trustees in May last. On Wednesday, June 16, he was married to Miss Margaret Edwards of Raleigh. They are

spending the summer at their cottage at Ridgecrest, N. C. Upon the opening of the session they will reside in Dr. Brewer's residence on Main street.

The following well-deserved minute about Dr. William Bailey Royall is extracted from the records of the Board of Trustees of May 20, 1915:

Dr. Royall has served the College as Professor of Greek for fifty years. By his godly walk, exalted character, distinguished ability as a teacher, and unflinching devotion to the interest of the College he has inspired the thousands of young men who have attended the institution within this period with lofty ideals.

Therefore be it resolved, (1) that we assure Dr. Royall of our appreciation of his life and services, of our affectionate personal regard, of our gratitude that he is able to fill his chair, and of our hope that he may be spared to us in his present capacity for many years to come.

Resolved, (2) that a copy of this paper be spread on the minutes and a copy sent to Dr. Royall.

Dr. J. Hendren Gorrell is teaching during the vacation two classes in French, one class in German, and one in Spanish, devoting about six hours a day to them for six days in the week. On the 29th of April he suffered the irreparable loss of his son Charlie by appendicitis. His friends everywhere have deeply sympathized with him and Mrs. Gorrell.

On May 4 President Poteat received the first copies of his volume of lectures on the relations of science and religion, entitled "The New Peace," from the press of Richard G. Badger, of Boston, Mass. He has met the following engagements: January 31, address on "Business in Religion," Henderson; February 3, address on "Child Labor," Joint Committee of General Assembly, Raleigh; February 28, two addresses, Anderson, S. C.; March 28, address Y. M. C. A., Charlotte; April 2, address Clement School; April 9, address County School Commencement, Lumberton; April 16, County School Commencement, Jackson;

April 21, representing the College at inauguration of President Graham, Chapel Hill; May 2, address Men's Bible Class, First Baptist Church, Atlanta; May 4-7, a series of six lectures on "Christianity and Culture," Southwestern Baptist Theological Seminary, Fort Worth, Texas; May 9, two addresses, Fort Worth, Texas; May 11-13, attending Southern Sociological Congress and Southern Baptist Convention, Houston, Texas; May 23, address High Point High School Commencement; May 25, address High School Commencement, Reidsville; May 28, address Public School Commencement, Williamston; May 30, address Baptist Church, Williamston; June 10, address Nash-Edgecombe Alumni Association, Rocky Mount; June 15-24, Bible Class and platform addresses, Y. M. C. A. Student Conference, Blue Ridge; July 4, address Baptist Church, Apex; July 8, 9, and 14, three addresses Virginia Baptist Encampment, Virginia Beach.

At its February meeting in Charleston, S. C., the Tri-State Medical Association heard a notable paper by Dr. William Turner Carstarphen, of the chair of Physiology, on "Liver Function with Reference to Certain Phases of General Metabolism." The paper was published in the *Virginia Medical Semi-Monthly*, July 9, and is now in course of distribution in reprint. On June 15 Dr. Carstarphen presented to the North Carolina Medical Association, at Greensboro, a paper on "Milk," which will be published in the *Virginia Medical Semi-Monthly*. Dr. Carstarphen took a week's outing at Ocean View in July.

Dr. Wilbur C. Smith, of the chair of Anatomy, is spending the vacation at Rochester, Minn., in the famous surgical laboratories of the Mayo Brothers, where he has the distinction of being President of the Surgeons' Club. He says that he will return in September "fit as a fiddle for next year's work."

Among the Alumni

Mr. Hiram Tyram Hunter (B.A., 1912), Professor of English in the Woman's College of Richmond, Va., was in charge of the B. Y. P. U. Convention program at the Baptist Encampment at Virginia Beach in the Month of July.

Mr. Thomas H. Briggs (B.A., 1896), of the Teachers College, Columbia University, has added another book to his credit during the past year, "A Laboratory Manual of Letters," published by Ginn & Company. It is a critical study of fifty letters written by high school boys and girls under oft-recurring circumstances, and meets a need in the teaching of high school English composition.

Rev. John Marcus Kester (B.A., 1912), who was graduated this spring from the Newton Theological Institution, was married June 14 to Miss Anna Elizabeth Lawson of Boston, Mass. He has been appointed to a fellowship in the Theological Institution and hopes to spend the next year in Oxford University, England, on that fellowship.

Mr. Emery Johnson Woodall (B.A., 1911), after graduating from the Newton Theological Institution, received the appointment of Assistant to the President of Union University, near Pekin, China, for which post he will sail July 25. During the summer he has been an instructor in the Y. M. C. A. Conference at Northfield, Mass.

Dr. Richard Leon Kendrick (B.A., 1906), who entered College from York County, S. C., has located in Elizabeth City, N. C., for the practice of medicine.

Rev. James Isaac Kendrick (B.A., 1891) has been engaged for the past several months in the field agency in behalf of the Baptist State Convention Committee on the

Wake Forest Church. His family resides in the old Lassiter home at Wake Forest.

Dr. John E. White (B.A., 1890) has resigned the important pastorate of the Second Baptist Church of Atlanta and accepted the pastorate of the First Baptist Church of Anderson, S. C. Dr. White is in great request as Chautauqua lecturer. He appeared on the program this summer at Wrightsville, N. C., at Greenville, S. C., and at Virginia Beach.

Rev. William J. Crain (B.A., 1912) received the degree of Master of Arts from the University of Chicago at the late convocation. He has accepted the pastorate of the Baptist church at Morrill, Kansas, and entered upon his work.

President Poteat attended the Southern Baptist Convention at Houston, Texas. On the first day of the session he met the following Wake Forest men: C. J. Thompson, Field Secretary of Foreign Mission Board; W. W. Barnes, Fort Worth, Texas; J. B. Weatherspoon, Fort Worth, Texas; M. D. Austin, Dyersburg, Tenn.; C. T. Ball, Fort Worth, Texas; A. C. Cree, Atlanta, Georgia; H. C. Moore, Raleigh, N. C.; Lansing Burrows, Americus, Ga.; M. L. Kesler, Thomasville, N. C.; S. J. Porter, San Antonio, Texas; A. C. Hawley, Clayton, N. C.; L. Johnson, Raleigh, N. C.; W. V. Savage, Churchland, Va.; J. D. Larkins, Cedartown, Ga.; Jesse McCarter, Franklin, Va.; C. A. Smith, Timmons ville, S. C.; C. D. Graves, Field Secretary Home Mission Board, Nashville, Tenn.; O. Campbell, Mt. Gilead, N. C.; C. D. Creasman, Lake City, Florida; R. W. Weaver, Nashville, Tenn.; W. E. Crocker, China; T. C. Holland, Boiling Springs, N. C.; Geo. P. Harrill, Franklinton, N. C.; B. W. Spillman, Kinston, N. C.; W. F. Fry, Abilene, Texas; W. F. Powell, Chattanooga, Tenn.; E. E. Folk, Nashville, Tenn.; E. S. Alderman, Spartanburg, S. C.; C. R. Taylor, Albu-

querque, New Mexico; H. F. Aulick, Aurora, Missouri; R. J. Bateman, Troy, Ala.; F. D. King, Atlanta, Ga.; W. A. Smith, Charlotte, N. C.; J. M. Adams, Ebenezer, S. C.; J. B. Taylor, Jackson, La.; A. T. Howard, Clark, La.; J. M. Justice, Argentina; W. A. Pollard, Cotula, Texas; D. M. Pressley, Bethesda, Ohio; D. F. Lawrence, Fort Worth, Texas, L. J. Powell.

The Nash-Edgecombe Alumni Association held their annual meeting at the Riggs Hotel in Rocky Mount on the evening of June 10. Edwin Josey was elected president, Oscar Creech, secretary for Nash County, and W. O. Howard secretary for Edgecombe County. These officers, with L. T. Vaughan and Ben. Eagles, were made the Executive Committee. Eleven hundred dollars were subscribed to the living endowment union. Those present were Oscar Creech, Nashville; J. L. Cornwell, Nashville; L. T. Vaughan, Nashville; Herbert Cooley, Nashville; A. C. Bernard, Nashville; Edwin Josey, Tarboro; W. O. Howard, Tarboro; R. S. Fountain, Tarboro; N. H. Shepherd, Rocky Mount; B. H. Johnson, Rocky Mount; T. A. Avera, Rocky Mount; W. O. Rosser, Whitaker; J. I. White, Whitaker; Linwood Inscoe, Castalia.

Mr. Henry Broadus Jones (B.A., 1910) was married to Miss Nannie Flenton of Rougemont, on June 3.

Mr. Frank Earle Parham (B.A., 1895) and Mrs. Nell Cartwright Raymond were married on June 27 in New York City.

Mr. Romulus Shaggs (B.A., 1913) and Miss Bernice Olive were married at Fayetteville, on June 11.

Dr. R. E. Clark (B.A., 1910) and Miss Mattie Griffin were married at Mt. Gilead church, Chatham County, on June 23.

Thomas Allen (B.A. and LL.B., 1904), of Anderson, S. C., is a member of the law firm of Barham, Watkins & Allen, which is said to be the most popular firm in Anderson county. Mr. Allen married Miss Frances Ligon, of Anderson.

The Lexington Baraca Class, taught by Mr. A. L. Fletcher (B.A., 1907), has decided to support a boy at the Orphanage. The Berean Class at Wake Forest, taught by Dr. E. W. Sikes (M.A., 1891), followed the example of the Citizens' Class and is doing the same thing.

Roy J. Hart (B.A., 1914) is Civil Engineer at Danville, Va.

Judge G. H. Hastings of Winston-Salem, writes an illuminating article on "How our prisons may reform as well as punish." It is published in the *Social Service Quarterly*, of Raleigh, October-December, 1914.

Rev. T. D. Collins (B.A., 1910) has charge of a rather novel church in Philadelphia which is organized for social work. It is known as "The Society of the Good Samaritan" and occupies the old Broad Street Baptist Church at the corner of Board and Brown.

The following gentlemen have passed the State Board of Medical Examiners at its last session: W. A. Bridges, Fairmont; J. C. Cabaniss, Shelby; A. J. Ellington, Raleigh; G. W. Herring; E. W. Lane, Hertford; F. C. Shugart, Wilkesboro; J. G. Stanly, Wilmington; G. T. Watkins, Goldsboro.

Dr. Bruce L. Jones is practicing medicine in Carona, N. Y.

The following Wake Forest men were granted degrees by the Southern Theological Seminary at the last Commencement: I. P. Frazier, L. R. O'Brian, F. M. Huggins, A. T. Allen, J. A. Ellis, A. R. Gallimore, J. B. Taylor, E. D. Poe.

Dr. J. J. Waff (B.S. in Medicine, 1913) is serving his internship in a New York hospital.

Dr. P. A. McLendon (B.S. in Medicine, 1913), of Wadesboro, has gone to Servia to fight typhus fever under the direction of the Red Cross Society of America.

Dr. L. T. Buchanan (B.S. in Medicine, 1911) is practicing medicine at Fuquay Springs.

Dr. C. I. Allen (B.S. in Medicine, 1911) is at Wadesboro where he has opened up his offices for the practice of medicine.

The officers of the general Alumni Association for the ensuing year are:

President—T. J. Markham, Elizabeth City.

Vice-President—W. H. Reddish, Wadesboro.

Secretary-Treasurer—Hubert A. Jones.

Orator—A. C. Cree, Atlanta.

Alternate—M. Leslie Davis, Beaufort.

Record

The College Glee Club and Orchestra, under the direction of Dr. Hubert Poteat, gave an entertainment in Memorial Hall April 21.

The first Sunday service in the new church of Wake Forest was held February 7, Pastor W. N. Johnson preaching in the forenoon, the communion service being held in the evening.

Mr. R. B. Hayes, of Halifax, died in the College Hospital February 21, of injuries received in leaving the train four hours before. Memorial service was held in the church, President Poteat and Rev. W. E. Crocker speaking.

At the chapel hour President E. M. Poteat, of Furman University, made an address on "Basal Life Principles" March 6.

Dr. T. W. O'Kelley of Raleigh, on the evening of March 8, made an address to the Young Men's Christian Association.

A notable address was made, March 19, by Professor Horace Williams, of the University of North Carolina, to the Cosmos Club and their guests on "German Philosophy in Relation to Christianity."

April 2 was a good day for Wake Forest. We won both debates with Richmond College. At Richmond we were represented by Mr. Carey J. Hunter, Jr., and Mr. J. M. Pritchard; at Wake Forest, by Mr. Thomas Avera and Mr. J. P. Mull. The judges at Wake Forest were Judge R. W. Winston, Judge J. S. Manning and Col. Alf. A. Thompson.

On Monday, July 5, the Board of Trustees held a special meeting in Raleigh. The chief item of business was the

reference of the policy and management of the College Hospital to a committee with power to act, consisting of President Poteat, Superintendent Earnshaw, Dr. Battle, Dr. Rankin and Principal Campbell.

The Coburn Players presented in the College campus, on May 7 and 8, "Midsummer Night's Dream," "The Imaginary Sick Man" of Moliere, and "Macbeth."

The Council on Medical Education of the American Medical Association presents in its Journal of April 24, 1915, the State Board statistics for the year 1914. The Wake Forest School of Medicine is classified as belonging to Class A, which is the highest class now recognized by the Council. As to recognition by the State Boards of Examiners, the Wake Forest School is fully recognized by all the States and Territories including the District of Columbia, that is to say, its students are admitted by 100 per cent of the Boards to examination for license to practice. The Table on Non-Recognition of Medical Schools "shows the numerous pitfalls to be avoided by prospective medical students." Wake Forest is not one of these "pitfalls." It is pleasant to add here what the distinguished author and professor of Pathology in the Jefferson Medical College, Dr. Coplin, wrote to Dr. W. T. Carstarphen recently: "I see so many of your students that I know the class of men you have and consequently am very deeply interested in the continued success and prosperity of your Medical Department." The prospects of the Wake Forest School of Medicine for the next session are most encouraging. As indicated in another place, Dr. R. E. Flack succeeds Dr. H. D. Taylor as Professor of Pathology and Bacteriology and is taking graduate work in Johns Hopkins this summer. Dr. Smith is at Rochester, Minn., with the famous surgeons, the Mayo Brothers, refreshing himself for whatever surgery he may be called on to do next session,

and will return to add to the brilliant record he has already made as an enthusiastic teacher of Anatomy. And Dr. Carstarphen, lately said by a leading member of the State Board of Health to be one of the foremost men in the profession in North Carolina, will be at his post for Physiology after distinct additions to his reputation by important papers before the Tri-State Medical Association and the North Carolina State Medical Association. The Board of Trustees is in cordial support of the School of Medicine, regarding it a distinct success from every point of view—attendance, income, standard, and practical output. The word is forward!

In order to facilitate the work of Dean Sikes and bring all the administrative offices of the College together, a private office has been prepared opening into his lecture room, as well as on the exterior at the back of the Administration Building. Accordingly, the offices of the President, the Bursar, and the Dean will be in immediate touch with one another.

It has been found necessary to deepen the second well at the bottom of the campus. At this writing it has been sunk to the depth of 380 feet and it is still going down. The plan is to have an alternative system which may be called upon in case of accident to the first.

The Summer Law School opened on June 7 with an attendance which indicates a record-breaking session. Dean Gulley and Professor Timberlake lecture each two hours in the forenoon, and in the afternoon hold conferences and set up the blackboard synopses of the next day's subjects. They report a registration of fifty-five, among whom are more men holding college degrees than usual. Washington and Lee University, the University of Virginia, Columbia University, the University of North Carolina, are among the institutions represented.

The fourteenth annual session of the North Carolina Academy of Science was held in the College April 30 and May 1. The Academy was welcomed by Dean Brewer on the evening of April 30 and Dr. J. J. Wolfe of Trinity College gave the President's address on "The Status of the Theory of Descent." The same evening Dr. J. F. Lanneau, our Professor of Applied Mathematics and Astronomy, gave a demonstration of his Cosmoid, an ingenious apparatus for illustrating many astronomical conceptions and movements. A number of scientific papers followed the next day.

Commencement, 1915

Commencement opened Wednesday evening, May 19, with the Baccalaureate sermon by Rev. Cornelius Woelfkin, D.D., Litt.D., of New York City.

The annual literary address was made Thursday morning, May 20, by Dr. Woelfkin. At the conclusion of Dr. Woelfkin's address, the various medals were presented by President Poteat as follows:

AWARDED BY THE PHILOMATHESIAN SOCIETY:

Senior Orator's Medal, to R. L. Brown.

Junior Orator's Medal, to J. G. Booe.

Sophomore Orator's Medal, to J. M. Hayes.

Freshman Orator's Medal, to J. D. Humber.

John E. White Medal, to T. A. Avera.

AWARDED BY THE EUZELIAN SOCIETY:

Thomas Dixon Senior Orator's Medal, to C. S. Sawyer.

Junior Orator's Medal, to E. B. Cox.

Sophomore Orator's Medal, to J. C. Newton.

Freshman Orator's Medal, to A. C. Reed.

J. L. Allen Orator's Medal, to B. M. Boyd.

OPEN TO THE GENERAL STUDENT BODY:

Hubert A. Royster Scholarship and Athletic Medal, to C. W. Carrick.

Wake Forest Student Essay Medal, to G. D. Rowe.

PINS AWARDED TO DEBATERS REPRESENTING THE COLLEGE IN INTERCOLLEGIATE DEBATES:

Wake Forest-Richmond debate, held at Richmond, Va., to J. M. Pritchard, Carey J. Hunter, Jr., and A. L. Carlton.

Wake-Forest-Richmond debate, held at Wake Forest, to J. P. Mull, T. A. Avera, and B. M. Boyd.

Prize for the best work in the Department of Anatomy was awarded to Mr. Bahnson Weathers.

At 3:30 Thursday afternoon, Class Day exercises were held in Wingate Memorial Hall:

President—J. M. Gatling.

Prophet—J. R. Parker

Orator—M. H. Jones.

Poet—J. L. Allen, Jr.

Historian—B. M. Watkins.

Statistician—W. G. Dotson.

Testator—L. S. Brassfield.

At five o'clock the annual meeting of the Alumni Association was held in the Alumni Building, the following officers being elected for the coming year: Hon. T. J. Markham, of Elizabeth City, President; Rev. A. C. Cree, D.D., of Georgia, Orator; Hon. M. L. Davis, of Beaufort, Alternate; Professor H. A. Jones, of Wake Forest, Secretary and Treasurer.

The Association voted to publish a monthly bulletin, a committee, consisting of Dr. G. W. Paschal, Mr. John A. Oates, Mr. J. G. Mills, President Poteat and Professor E. W. Timberlake being appointed to work out the details of its publication.

Hon. Thos. W. Bickett, Class of 1890, Attorney-General of North Carolina, delivered the annual address before the Alumni Association on Thursday evening at 8 o'clock, his subject being "Twenty-five Years with Twenty-five Diplomas." It is hoped that this important address will be published in a later issue of THE BULLETIN.

The graduating exercises were held at eleven o'clock Friday morning, May 21. After the invocation by Rev. H. T. Williams, of Chase City, Va., the following orations were delivered by members of the Class of 1915 in the contest for the A. D. Ward Medal:

R. L. Brown—"Unrecognized Heroism."

J. P. Mull—"The Farmer, the Neglected Citizen in Legislation."

A. Y. Arledge—"The Democracy of the Eleventh Hour."

J. M. Pritchard—"Shall the Death Penalty be Abolished?"

B. M. Watkins—"The Quest of Freedom."

Earle Prevette—"The Mediterranean of the New World."

The committee of judges, Hon. W. A. Hoke, Hon. Thos. W. Bickett, and Hon. R. W. Winston, awarded the medal to Mr. B. M. Watkins.

The following degrees were conferred by the President:

MASTER OF ARTS.

M. A. Huggins.	W. P. Mull.	O. W. McManus.
	A. C. Warlick.	

BACHELOR OF ARTS.

J. A. Abernethy.	V. E. Duncan.	R. L. Maltba.
J. B. Alderman.	G. Ferguson.	J. P. Mull.
J. L. Allen, Jr.	R. S. Fountain.	B. O. Myers.
A. Y. Arledge.	J. M. Gatling.	B. R. Page.
T. A. Avera.	A. R. Gay.	J. R. Parker.
G. M. Billings.	W. L. Griggs.	H. D. Pegg.
F. A. Bobbitt.	J. R. Hall.	Earl Prevette.
L. S. Brassfield.	M. A. Honeycutt.	J. M. Pritchard.
M. L. Braun.	L. S. Inscoc.	C. S. Sawyer.
R. L. Brown.	T. Ivey, Jr.	E. C. Sexton.
J. L. Camp, Jr.	V. R. Johnson.	J. U. Teague.
A. L. Carlton.	I. T. Johnston.	C. C. Ward.
C. W. Carrick.	E. C. Jones.	B. M. Watkins.
A. G. Carter.	J. C. Jones.	L. U. Weston.
C. E. Chambliss.	M. H. Jones.	R. E. Williams.
P. E. Downs.	J. C. McCourry.	T. L. Williams.

BACHELOR OF SCIENCE.

J. R. Crozier.	W. G. Dotson.	E. L. Ward.
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BACHELOR OF SCIENCE IN MEDICINE.

R. C. Gyles.	H. J. Langston.	J. W. Vann.
Charles Hensley.	J. J. Neal.	Bahnsen Weathers.
J. E. Howell.	H. M. Vann.	E. B. Whitehurst.
	E. J. Williams.	

BACHELOR OF LAWS.

C. M. Adams.	O. L. Henry.	E. J. Knott.
J. A. Adams.	B. Hensley.	J. M. Pritchard.
J. E. Bobbitt.	P. S. Herring.	C. F. Smith.
G. W. Braddy.	R. R. Ingram.	J. C. Smith.
C. C. Cashwell.	V. R. Johnson.	B. T. Sustare.
W. H. Fisher.	G. H. King.	S. W. White.

Three honorary degrees were conferred. The degree of Doctor of Laws (LL.D.) was conferred upon President Edward Kidder Graham of the University of North Carolina, and upon Hon. Robert W. Winston of Raleigh. President Graham was unable to be present, but sent an appreciative telegram. The degree of Doctor of Divinity was conferred upon Rev. Hight C. Moore, Editor of the *Biblical Recorder*.

The session came to a formal close with the Baccalaureate address of President Poteat. The benediction was pronounced by Rev. W. E. Crocker, of China.

Announcements

On September 7, the first Tuesday of the month, the session of 1915-16 will open. That day will be used for the registration of students. Classes begin their work on the 8th, according to the published schedule.

Gentlemen who enter the College for the first time in September will require a certificate for admission setting out in detail the high school work which they have completed. Otherwise, they will stand examination for entrance. Blank forms will be supplied by Mr. E. B. Earnshaw, Wake Forest, N. C.

NEW SERIES

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Twenty-five Years with Twenty-five Diplomas

Alumni Address by Attorney-General Thomas Walter Bickett, Class 1890,
at the Commencement, 1915

Last year a man who was in College here with me, and who is a big success in his chosen field of work, stated to me that the only thing he learned at Wake Forest that he had not forgotten, was how to smoke cigarettes; and yet that man is a loyal son of this College and places a high value upon the time he spent here. His remark set me to thinking about what a college course is worth—what does it do for a man when he comes to grapple with the actualities of life? Clearly it is not an aggregation of undigested facts. The facts are soon forgotten. And yet the business man says it has a value. My own conclusion is that the virtue and the value are in the power to assimilate knowledge so that the fact of today becomes intellectual blood and bone tomorrow.

In following up this thought I recalled that twenty-five years ago twenty-five young men received their diplomas on this platform and I concluded to take for the subject of the evening "Twenty-five Years with Twenty-five Diplomas."

The method of treating this subject was also suggested by an incident. Last year the President of this college and myself were working for the State of North Carolina on the same job. Occasionally, in order to relax, we dropped into what the Oi Polloi call the "Movies," but what in deference to my companion I will term a cinematographic exhibition. One evening there was flung upon the screen the world old drama of the heart of the man and the maid. At the close your President said to me, "Bickett, you know there are just two things in the world." Says I, "Name them." Says he, "A man and a woman." Says I, "Go up head."

Well, just twenty-seven years ago the man and the woman were sitting by the roadside. Summer had come into her own and "all the hills stretched green to June." The man and woman were playing at the eternal drama of youth with a summer landscape for the stage. She was a senior, composed, confident, ready for conquests. I was a sophomore, nervous, skittish, but corpulent with erudition and opulent in castles in Spain. She opened on a high platonic plane and talked about Tennyson, the untimely death of young Hallam and the poet's immortal song of sorrow. I bowed my head and listened in silent sympathy. Then she came a little nearer to earth and mused over the romance of Lancelot and Elaine. I matched her with John Alden and Priscilla. Next she soared into the empyrean and was lost in the subtle mysteries of Browning. I countered with Bobby Burns' more human touch. She descanted upon the age of chivalry and mourned over the ignorance that so often hung more heavily on the plumed knight than his coat of mail. Then it was that I had an inspiration and knew that my hour had come. Clear as the summer sun there rose before my mental vision an examination paper on English Literature that I had handed in to dear Doctor Royall two weeks before. I had quoted a solid page from Shaw's English Literature, and now with a voice vibrant with pent-up thought, and with a look that would have made Solomon doubt the justice of his position in history, I said, "Yes, during almost the whole of the mediæval era the Aristotelian or deductive system of investigation shrouded the brightest minds of Europe and caused the keenest intellects to be frittered away in vain speculations and metaphysical refinements. Scholasticism, like a huge breakwater, skirted the sea of thought. But the inductive or Baconian system of philosophy began to make itself felt; and towards the close of the 15th century

the sea gave indications of an approaching storm. The sky was overcast with portentous clouds. Wave after wave came rolling shoreward from the great ocean of free thought until finally the surge of the reformation burst with terrifying roar upon that time-worn scholasticism tumbling it out of the way; then thought advanced." I paused. Wonder, capitulation, and something else were written all over the face of the senior, and so while the blue bird on the fence crowded a whole summer into his single note of love, and the wood violets lent a purple glory to the scene, Greensboro Female College surrendered to Wake Forest. Since then I have had a certain fondness for the Baconian method.

And so in the treatment of my subject I propose to follow it and instead of indulging in glittering generalities, I propose to get right down to brass tacks.

What is an education anyhow? It is not a badge, it is a tool. It is not a uniform, it is an equipment. It is not a flag, it is a battery. It is not words, it is power. Any system of education that fails to develop power deserves to go to the scrap heap. A study of twenty-five diplomas for twenty-five years ought to reveal with reasonable certainty whether or not the years spent in this institution tend toward the development of physical, intellectual and spiritual power. In making this study I shall let the facts speak for themselves. I shall follow the example of Capt. Swift Galloway, one of the ablest solicitors the State has known. A young lawyer had made his maiden speech to the jury. He deluged the jury with oratory and blinded them with erudition. He spoke of Rome and Euripides and Scipio, but unfortunately called the last-named Skipio. When Capt. Galloway came to sum up for the State he said: "Gentlemen of the jury, we are all indebted to the young man for a most delightful excursion through the fields of history and

literature. I shall not undertake to vie with him in the realm of oratory, but shall stick close to the facts in the case. I shall neither roam with Romeo, nor rip with Euripides nor skip with Skpio."

Of the twenty-five men four have passed away,—Early, Maske, Blalock and Hopper. They were all true men, and I doubt not that elsewhere they are doing noble service in the vast concerns of an eternal scheme.

Of the twenty-one living members of the class two are tobacconists, two doctors, three combination farmers and merchants, two regular ministers, one foreign missionary, two editors and ministers, one lumber dealer, one railroad man, one in the Government service at Washington, one secretary of a cotton mill, one a college bursar, one publisher and dealer in investments and three lawyers. At one time the opinion was held, by some in pride, and by some in derision, that Wake Forest was chiefly a preacher factory. I think the variety of vocations disclosed by this list of twenty-one clearly shows that there is nothing here that tends to make men pursue any special calling, but that individuality is encouraged and "every fool" is allowed to "follow his natural bent."

To these twenty-one living members I submitted twenty-four searching questions and have received complete answers from all save one. From these answers I propose to figure out just what a Wake Forest College graduate is after a quarter of a century. I propose to make a composite picture of the class of 1890, and present it, not as an individual, nor yet as a particular class, but as a type of the man this training camp turns out. The questions are addressed to the physical well being, to the material success, to the social relations and to the spiritual fibre.

The average age of the class at graduation was twenty-

two. Every one writes that when he left College his health was good. The boarding house keepers will be interested in this confession. You never saw a crowd of school boys who did not complain that they were being literally starved to death, but I notice that in some way they manage to survive. Two of them say that during the twenty-five years that have elapsed their health has been below normal, five normal and thirteen above normal. It is a fair deduction that there is nothing in the life here that has any tendency to destroy the physical man. The College looks after the body and accepts the dictum of Herbert Spencer that it takes a good animal to make a good man. Physical well being is a basic condition of mental efficiency. A good digestion will carry a man higher up the ladder of fame than the keenest appreciation of a Greek idiom or the completest mastery of the mysteries of Calculus.

The next group of questions relate to the money value of an education, and this is not to be despised. It is no disgrace not to have a dollar, but it is sometimes excruciatingly inconvenient. I hold that it is the business of college training so to equip men that they will be able to produce with head or hand something that the world wants and is willing to pay for. Such men are the true kings of the earth. They carry their sovereignty in a cunning hand or cultured brain and need never bow the knee that thrift may follow fawning. I have neither sympathy nor patience with that brand of pessimism that considers the possession of more than one quart of currency *prima facie* evidence of grand larceny. I know that the dollar has sinned; I also know that it has been sinned against. A dollar honestly earned has a value wholly independent of its purchasing power. The man who goes out into the fields, the forests, down into the bowels of the earth, in the factories, in the great marts of trade,

anywhere on the restless sea of human endeavor, and with a pure heart and clean hands acquires a fortune is worth something more than the sum total of his property on the tax books. The man's industry, his economy, his genius, his very success are spiritual assets to the community in which he lives. Henry Ford has done something more for the world than build the cheapest first class automobile that ever went down the pike. Long after the honk of the last Ford shall have gone sounding down the corridors of the past, the marvelous constructive genius of Henry Ford in reducing waste to a minimum and getting the maximum of efficiency out of every unit employed in a vast industrial enterprise will be an example and an inspiration to the business world; and long after Henry Ford shall have gone to his rest millions of laboring men will be blessed because he demonstrated that it pays to inject into big business the fundamental principles of Christianity.

And so I asked the boys to tell me, First, how much their education here cost; second, what property or income they had when they left college; third, how much they made the first year after leaving college; fourth, how much they made at the end of five years; fifth, how much they are making now, and sixth, what per cent in *money* the investment in their education has paid them. The answers show that the average man spent \$250 a year for his education; that when he left college he did not have one cent, but on the other hand most of them were in debt; that the first year they were turned out to hustle for themselves they made on an average \$450, that at the end of five years they were making \$950, and that today the average earning capacity of the class is \$3,500. Out of the twenty men fifteen write that their college course has been a help in achieving material success, one says he is in doubt about it, and four say that it has been a positive hindrance. One man says that the investment has

paid him 5,000 per cent, and another says that he thinks he has realized upon his investment four per cent. These answers make it plain that however riotously we may have lived here, we did not squander any money in our escapades. Like John Gilpin's loving wife, "Tho we were on pleasure bent, we had a frugal mind." In those days economy was a well practiced art, and frugality an honored virtue. I well remember that Sikes, who was my room mate—I believe you call him Doctor now—Sikes and I were joint owners and tenants in common of a single pair of cuff buttons. A very young Sherlock Holmes could have easily told which one of us was going to speak in the "Eu" Hall on any given night. It was the prerogative of the orator to wear the cuff buttons. They were the insignia of his office. If you had called upon the valedictorian of the class to cough up any chapter of the Iliad he would have produced it with a smile, but if you had called on him to cough up an extra fifty cents he would have reported you to the Faculty or the police as being a lunatic at large.

The favorite song on the campus in those days was—I am tempted to sing it—but I recall the story of Henry Simons about the woman with a cracked voice who was one night singing in a theatre, "O, that I were a bird," and some unfortunate in the gallery groaned, "O, that I were a gun." This recollection saves both the audience and myself from a tragedy. But the words of the song were:

"If you are poor from your friends keep a distance,
Hold up your head though your purse may be small,
Once let the world know you need their assistance,
And be very sure you will not get it at all.

"Then strive to be happy and gay, my boys,
Remember the world is wide,
Rome was not built in a day, my boys,
So wait for the turn of the tide."

And, so, in the hopeful spirit of the song, with a sort of divine insolence, with that scorn of doubt and danger that is the heritage of youth, we turned our backs on these classic groves and received from the world the loud salutation, "Root hog, or die." Well, we didn't die, but there were days when our raiment was largely a memory and our food a fine mixture of faith and pot-liquor. But the years of simple living and self-denial had made us adepts in the art of doing without. While he does not admit it, I think it must have been some Wake Forest boy of the vintage of 1890 who patented the process for making laundry soap, a process by which you can make \$50 worth of soap out of nothing and have enough scraps left over to do the family washing. Thus were we able to live a whole lot on a very little, and so progressed from pot-liquor to buttermilk, and thence to an occasional bowl of Post Toasties served with real cream.

I am afraid the young man of today will not take kindly to this experience. The attitude of the youth of the present day was aptly stated by a little miss in my town, who said, "I wants what I wants, and wants it when I wants it." Why, John White—I believe down in Atlanta they speak of him as the Reverend Dr. John E. White—and George Ward, now an ex-judge and a truly great lawyer, lived a whole year on what some college sports now spend on socks and suppers and cravats and carnations. If I were called upon to put my hand on the weakest joint in the armor of the young man of today, I would say it is his unwillingness to do a day's work and be contented with a day's pay. He scorns the sure, slow processes of sowing and reaping. He wants to get rich over night, and so we grow a gourd vine where we want an oak.

Only about ten days ago I heard a highly successful business man say that at the present rate of living it would take

the average man in a town until he was thirty-five years old to work up to an income that would support a wife and family. Again, just the other day I heard another man say of one of these finishing schools for girls in Washington City that the only thing a girl learned there was how to finish in a day all the money a man could earn in a week. Now take this attitude of the young man and this training of the young woman and add them together, and they figure out a heavy discount on matrimony, and a high premium on divorces and affinities. I was in New York some time ago and took dinner with a friend of mine at the club where he lived. The building was an imposing one overlooking the city park. The rooms were large and airy and the furnishings handsome. He had but to touch a button and every luxury the heart could desire was at his hand. He asked me how I liked his quarters. I said, "In a way they are ideal, but I have one objection." Says I, "This club and a thousand others like it in this city are a perpetual menace to the institution of marriage. You live here fairly steeped in luxury. As the leading man in 'Bought and Paid For' says, 'Luxury gets into the blood.' When you get married you will have to take a flat over in Harlem and you will not be satisfied with your simple surroundings, and will charge up your misery to some fancied fault in your wife." He said, "I had not thought about this before, but you are everlastingly right; and your remark reminds me that some days ago I sat down to dinner with nine men in this Club, and seven of them were divorced." On account of this craving for a luxurious life and the unwillingness to practice self-denial for a season, there has been a slump in matrimonial values. The home is fighting a losing battle with the club, and all over this broad land there are men swinging Indian clubs in gymnasiums who ought to be getting their physical

exercise by doing a midnight skirt dance to the lamentations of their latest born.

The life here made the boys self-reliant, brave, so now that they face matrimony unafraid. I asked them to tell me if they were married, and if not to show cause why they had swindled some woman out of the only husband the Lord ever made for her. The answers show that the boys when they left college carried their lassoes with them, that they played many practice games, but when the star-eyed gazelle of their dreams came bounding along the by-paths, each fired, the rope whistled through the air, and the register of deeds said, "The license fee is \$3."

Of the twenty, eighteen married, while two remain unappropriated. One of these, in his letter to me, thus bemoans his fate: "I have no wife nor children, good or bad, to provide for. A mere spectator of other men's fortunes and adventures, which, methinks, are diversely presented unto me as from a common theatre, or scene."

Poor fellow! He wandered far away from the land of roses and pomegranates to that of the cactus and the desert. If he had stuck to Tarheelia he would have been bewitched long ago—caught up into the third heaven by the glory of her eyes, and instead of being "a mere spectator of other men's adventures," he would have been supporting the leading lady in the drama that has held the attention of the world since Adam, at Eve's command, scampered up the apple tree.

The other unappropriated member of the class says tersely, "She married the other fellow." I submit to the ladies the question whether or not this is a good alibi.

I asked the boys these questions: "Do you consider that your college education was helpful to you in getting a better wife than you could have secured if you had not gone to

college? Do you consider that your college education helps you retain the affection and the respect of your wife?" I asked this last question because of the well known fact that it is much easier for a woman to get the man she wants than to keep on wanting the one she gets.

I asked the boys to answer these questions frankly as in my opinion they were the most important in the entire list, and the last mother's son of them waltzed up and confessed that what his college degree had done for him in this particular was too wonderful for human words to express. In the presence of these answers I take off my cap to the boys, for they either told the truth about the matter as it is told in glory, or else they maintain the honorable traditions of this campus and lied about it like gentlemen. One man did say that his wife married him and not his diploma. He intimated between the lines that he just threw a spell over that woman so that she would have grabbed him if he had been a Hottentot, but he fails to give proper credit to the fact that right here on this campus he learned how to brew the mixture of moonshine and molasses that made a fool of her. I was about to forget that I asked the boys if any of them were divorced, and on this question they show up 100 per cent pure. No matter what the weather they have abided the ship. Young ladies, I recommend to you a man with a Wake Forest College pedigree. "A woman can drive him, and when once hitched he will stand."

There prevails in the public mind the idea that a college education has a tendency to make a man stand aloof from the crowd and to lose the common touch. In view of the prevalence of this notion I asked the boys these questions: "Has your education quickened your sympathies for your fellow man? Has it caused you to take a larger interest in the life of the community?" All save one say that their

education quickened their sympathies for their fellow man and has made them better citizens.

When we left college eighteen out of the twenty who sent in answers were members of the church. Sixteen are members still. The quarter of century through which we have passed has been one of doubt and confusion in the religious world, and I count it no small tribute to the training here that sixteen out of eighteen "have kept the faith."

The average age of the class today is forty-seven years. At that age the pleasures of life are largely intellectual and spiritual. To the young books may be a luxury, to the matured man, who would continue to grow, they are a necessity, and so I asked the boys if they retained a taste for literature, and, if so, to name their favorite authors. The answers reveal the individuality of the members. The Bible, Shakespeare, Scott, Huxley, Burns, Riley, Kant, Carlyle, Tennyson, Emerson, George Eliot, Gibbon, John Charles McNeill, the *Literary Digest*, Mark Twain, and *Saturday Evening Post* appear in the list of favorites. The whole range of literature and history and civilization are found in these favorite authors, showing that the minds of the boys are still active and in touch with all the great currents of human thought.

The last question was this: "If your college education had never paid you one dollar in money would you still regard it as a good investment?" and the answers are a joyous and enthusiastic chorus in the affirmative. One man big in brain and heart, and incapable of hypocrisy or cant, writes, "I am now enjoying myself the best in my life, feeling reasonably well, with fifty years behind me, looking out on the future hopefully, and trustingly."

One of the boys in his letter to me said, "Bickett, don't try to prove anything, let the facts speak for themselves." I have done as I was bidden.

And so, Mr. President, ladies and gentlemen, I present to you the Class of 1890, not as individuals nor as a particular class, but as a composite picture of the type of man turned out by this College a quarter of a century ago. Twenty-five years ago, with buoyant heart and abounding faith, he launched out into the deep, believing that somewhere "beyond its utmost purple rim" he would touch Utopian shores. After twenty-five years of all sorts of wind and weather his ideals remain unshattered and tonight his "purpose holds

To sail beyond the sunset, and the baths
Of all the western stars."

And now after many years this boy of the '90's comes back to Alma Mater and reverently kneels at her feet. If he has added aught to the sum of human good, he crowns her with that achievement.

For sins and shortcomings which he knows are many, he bows his face in the dust, feeling in the words of one of her children:

"And if, mayhap, a wandering child of thee,
Weary of land and sea,
Should turn him homeward from his dreamer's quest
To sob upon thy breast,

"Thine arm would fold him tenderly, to prove
How thine eyes brimmed with love,
And thy dear hand, with all a mother's care,
Would rest upon his hair."

Faculty Personals

Two members of the Wake Forest Faculty appear in the program of the North Carolina Literary and Historical Association, Raleigh, November 8th and 9th, Dean E. W. Sikes presenting a paper on "Social and Economic Legislation in North Carolina, 1861-'65," and Dr. Benjamin Sledd, "Literature and Art: Two Means of Expressing the Genius of a People."

At the September meeting of the Cosmos Club Associate Professor Roger P. McCutcheon read a paper on "The Mutation Theory Applied to the Development of Literary Forms"; at the October meeting Dr. Benjamin Sledd gave an address on "The Universities of the British Isles."

The wide circle of Professor L. R. Mills' friends will be glad to know that the condition of his health still allows him to appear on our streets.

Associate Professor Jay B. Hubbell, whose resignation was presented in May, has returned to Columbia University for the completion of his doctor's thesis. He has been appointed instructor in Public Speaking in the University. Later he withdrew from this position to accept an appointment in the English Department of the Southwestern Methodist University at Georgetown, Texas.

Mrs. Ethel Crittenden, College Librarian, spent six weeks of the vacation at the University of Virginia in special study of library methods.

Dean E. W. Sikes made the principal address at the Founders' Day celebration of the Normal and Industrial College, Greensboro, October. His subject was "Cisterns of

War." He gave the same address, by request, at the First Baptist Church, Durham, in the series of Sunday afternoon addresses scheduled by the pastor, Dr. Hurt.

President Poteat has made the following addresses since the publication of the *Midsummer Bulletin*: First Baptist Church, Elizabeth City, July 18; Caswell County Educational Rally, Yanceyville, August 8; Rural Uplift Picnic, Mt. Gilead, August 13; Reunion Day, Churchland High School, August 21; Opening address of the North Carolina Student Conference, Guilford College; Immanuel Baptist Church, Greenville, September 26; Tar River Association, Louisburg, October 6; Cumberland Association, Cumberland Union Church, October 14; Johnston County Association, Clayton, October 29; Y. M. C. A., Florence, S. C., October 31.

Director J. Richard Crozier, of the department of Physical Culture, in addition to the regular class work of the Gymnasium, is giving a series of lectures designed to give the student the principles upon which the prescribed work is based, together with their applications for the correction of defects and the maintenance of health in after life.

A review of Dr. Hubert McNeill Poteat's dissertation for the Ph.D. degree in Columbia University* occurs in the *Classical Weekly* of New York for October 23, 1915. It is written by Dr. George Howe, of the department of Latin in the University of North Carolina. Dr. Howe says:

"This Columbia University dissertation takes account of the various uses of verbal repetition as employed by twenty of the more important Latin poets from Plautus to Prudentius. The work is divided into three chapters. The intro-

*Repetition in Latin Poetry with Special Reference to the Metrical Treatment of Words. Hubert McNeill Poteat, New York, 1912.

ductory chapter summarizes the very meager investigations of the theme which had preceded the present study. The author finds that, with the exception of one or two special articles dealing with restricted branches of the subject, the chief material consists in isolated notes to be found in various commentaries on the several poets.

"Chapter II is devoted to the study of 'the nature, the extent, and the relative effectiveness of repetition.' Repetition emphasizes the emotional qualities of a passage—joy, pathos, surprise, humor, etc.—not through any characteristic of emotional expression possessed by the repeated word itself, but rather 'by making the mind of reader or hearer give close heed to the passage, either by lingering over it at once, or by recurring to it once or oftener.' The use of repetition is common to all the poets, but it is most effectively employed, as might be expected, by the poets of the Augustan Age. Indeed, it is one of the author's general conclusions that those who exhibit the greatest poetical power in other respects excel also in the use of this particular device. They display, however, a very interesting variety in the use they make of it and in the skill with which they handle it. Only a few of Dr. Poteat's more noteworthy observations on these differences can be summarized here.

* * * * * * *

"Chapter III discusses the metrical treatment of repeated words. The rule deduced from an exhaustive collection of examples reads:

Wherever the poet desires to secure a special effect of emphasis or clearness or to produce some rhetorical effect (whether emotional * * * or formal), in a word, in the more effective instances of repetition, the repeated word receives identical metrical treatment. If no special effect is desired, variant treatment is found most frequently.

“Triple repetition of a word combines the identical and the variant treatments. In cases of more than triple repetition or of the repetition of more than one word, no rule can be laid down to cover all cases.

“The author has performed his task with care, accuracy, and thoroughness. The presentation is clear and the material well arranged. The citations used in illustration are selected with skill from a mass of examples. The main conclusion concerning identical metrical treatment is stated, it seems to the reviewer, in a slightly unfortunate manner. We are able to judge only of the effect of the poet’s skill in the actual use of repetition, not of his subjective attitude towards one or the other possible treatment. Perhaps, however, this is but making a point of a mere detail of expression: the greater frequency and the greater effectiveness of identical metrical treatment by the Latin poets is not thereby less clearly established.

GEORGE HOWE.

“University of North Carolina.”

Among the Alumni

At the annual meeting of the Alumni Association at the late commencement, the publication of a monthly journal devoted especially to the interests of that Association was authorized, and a committee consisting of President Poteat and Messrs. J. G. Mills, J. A. Oates, G. W. Paschal, and E. W. Timberlake, Jr., was appointed to launch the enterprise. The committee decided to call the journal *The Wake Forest Alumnus*. Two issues have now appeared, the August and September numbers. Dr. George W. Paschal is editor. The BULLETIN of Wake Forest College welcomes this additional channel of communication and publication, and commends it warmly to all the old students and the friends of the College.

Dr. Henry Sanders Mitchell (1846-'7) was born in Bertie County, N. C., about the year 1819. He was the son of William Mitchell, who was among the first settlers of the Mitchell family in Mitchell's Township of that county. William Mitchell had three other sons, W. W., James, and Wright Mitchell. The last two, with Henry Sanders Mitchell, located in Hertford County, where they became prominent citizens. Dr. Henry Sanders Mitchell was recognized as one of the best physicians in his county while in the active practice of this profession. He retired from practice about 1875. He received his professional training at Jefferson Medical College. He married Miss Burden, sister of W. G. Burden, who has two sons now attending Wake Forest College. Dr. Mitchell retained his membership in the Conaritsa Baptist Church until his death in 1891.

Dr. Livingston Johnson (1877-78), after fifteen years of important and ever more successful service as Correspond-

ing Secretary of the North Carolina Baptist State Convention, has accepted the pastorate of the Baptist Church at Rocky Mount, beginning his work there in January. His last pastorate was that of the First Baptist Church of Greensboro.

Dr. John T. J. Battle (M.A., 1879), trustee of Wake Forest College and Medical Director of the Southern Life and Trust Co. of Greensboro, N. C., has been an important factor in the public health movement of that progressive city. He has lately published a folder on "Teeth, Tongue, and Tonsils."

Colonel Frank P. Hobgood (B.A., 1893), a leading lawyer of the Greensboro bar for a number of years and many times representative of his county and district in the House and Senate at Raleigh, is everywhere congratulated upon his appointment by the United States Department of Justice to the position of special attorney with headquarters at Cheyenne, Wyo. He will be associated with another Wake Forest man, Hon. Ed. J. Justice (B.A., 1887), in the management of the Department of Justice business west of the Mississippi River. On the occasion of Colonel Hobgood's appointment the *Daily News* of Greensboro had the following to say:

The *Daily News* is not particularly enthusiastic about the appointment of Col. F. P. Hobgood to a special attorneyship in the Department of Justice; although recognizing that office and emolument are desirable, that Colonel Hobgood is a man of ability and worth, and it is fitting that the business of the nation should be conducted by such men.

It is a fact, however, that Hobgood is one of a class, relatively small, whom North Carolina cannot well spare, at this time. He is both deeply interested in and well informed on matters of legislation and legislative needs and problems. He knows the obstructionists, and the ways in which they go about their sinis-

ter business. In any issue involving constructive progress or fundamental democracy there is never any question as to where Hobgood will line up. In the General Assembly he has been one of a relatively small group able to call their souls their own, and of a still smaller group having a clear idea of what it was all about. We have not nearly as many men of this character in public affairs in North Carolina as are needed. Perhaps the number is hopelessly small, and it really makes no difference when some of them go to other fields; but we do not feel that way about it, when we recall the splendid services that have been performed by this minority of constructive men. And we view the loss of one with misgivings.

The administration, however, is to be commended in this appointment.

Mr. Norman Huff Johnson (1900-'01), editor of *Merchants' Journal and Commerce*, Richmond, Va., a journal described as second only to the *Manufacturers' Record* in the South, has been elected lecturer in the new business course for merchants in the University of Tennessee. He will give three lectures each month. The *Richmond Virginian* says: "It is understood that no less than three hundred men of prominence in the commercial and educational world were consulted as to the best man to fill this new and important chair in the college, and it is of no little interest to note that 95 per cent of those consulted recommended Editor Norman H. Johnson as the man for the place." Mr. Johnson began his new work at Knoxville, Tennessee, in September.

Rev. Robert P. Walker (B.A., 1902), after a successful pastorate at the Asheboro Street Baptist Church, Greensboro, 1912-1915, has begun his new pastorate with the First Baptist Church at Albemarle, N. C. The church paper which he published at Greensboro, *The Baptist Messenger*, he continues at Albemarle. It is published monthly.

Principal S. G. Hasty (B.A., 1903), of the Churchland High School, Davidson County, North Carolina, at the close of the summer session in the department of Education, received the Master of Arts degree at Columbia University.

Dr. Burton J. Ray (B.A., 1904), consulting chemist, Norfolk, Va., and Miss Sallie Shepherd Camp of Franklin, Va., were married October 21.

Mr. Arthur Lloyd Fletcher (B.A., 1907) has resigned his position of editor of the *Lexington Dispatch* and formed a partnership for the practice of law with Mr. Alfred Johnson Fletcher in Raleigh, the latter conducting an office in Fuquay Springs. (1906-'09, 1911-'12.)

Two Wake Forest lawyers are conducting the courts of Albemarle, N. C., Mr. Oscar J. Sikes (B.A., 1907, LL.B., 1908), brother of Dean E. W. Sikes, is recorder of the city court, and Mr. R. Lane Brown (LL.B., 1908) is the city attorney.

Mr. J. Edward Allen (B.A., 1907, M.A., 1908), by post graduate work in Columbia University, has made a specialist of himself in the department of English. He is teaching that subject with originality and enthusiasm in the Warrenton High School. Mr. Allen is influential in the counsels and administration of the Baraca movement in North Carolina.

Rev. Henry N. Blanchard (1907-'09) took a course of study in the Southern Baptist Theological Seminary. He is but lately entered upon the pastorate of the Memorial Baptist Church at Greenville, N. C.

Mr. R. Hunter Pope (B.A., 1909) of Corry, Pa., and Miss Zoe Wilcox of that city, were married July 10.

Rev. Isaac Pleasants Frazier (1909-'13) of Asheboro, N. C., and Miss Cora Elizabeth Campbell of Kansas City, Mo., were married on the 8th day of July, 1915.

Mr. Harry Read Wilkins (1909-'10), after leaving Wake Forest, was at the University of Virginia 1911-'12, 1912-'13. He studied music in the Boston Conservatory of Music 1913-'15, doing concert work in 1914-'15. His address is 1214 Washington Street, Portsmouth, Va.

Mr. Arthur Robinson Williams (B.A., 1910) has given up his school work and accepted the general secretaryship of the Philathea and Baraca movements in North Carolina. In that position he is editor of the journal of the movement with his office in Greensboro, North Carolina.

Mr. Ector Augustus Harrill (B.A., 1911), who is practicing law at Hamlet, North Carolina, and Miss Martha Means Simonton of Kings Mountain, North Carolina, were married on the twelfth of October.

Mr. Jeter Connelly McCourry (B.A., 1915) has accepted the position of superintendent of the high school in Aurora, Oregon.

The following Wake Forest men are studying this session in the Southern Baptist Theological Seminary: F. A. Bobbitt, H. F. Brinson, L. L. Carpenter, J. R. Carroll, A. G. Carter, N. C. Coggin, L. O. Corbett, V. E. Duncan, J. B. Eller, J. A. Ellis, R. S. Fountain, H. B. Hardaway, L. Q. Haynes, S. C. Hilliard, G. C. Kirksey, E. T. Mangum, E. I. Olive, F. K. Pool, E. J. Rogers, Clarence Ross, H. C. Sears, C. R. Sorrell, G. T. Tunstall, J. B. Turner, T. P. Williams, I. C. Woodward, and O. W. Yates.

Record

By the expert knowledge and enthusiasm of Professor J. Henry Highsmith, superintendent, the Wake Forest Sunday School is now classed as A-1. The highest attendance was on October 3, when 450 were present. A first and a second year normal class have been organized. The three classes to which students are invited are taught by Dr. Sikes, Dr. Nowell, and Dr. Gulley. The first session of the Sunday School in the new church building was on October 3.

At the suggestion and with the co-operation of the officers of the Young Men's Christian Association, a Baptist Young People's Union was organized for the College students in September.

A notable increase in the enrollment of students marked the present session's opening on the 7th of September. At the conclusion of the first day matriculations were 33 in advance of those of the previous session. The total registration is now (October 20) 469, eighty-two counties in North Carolina, ten other States, Cuba and China being represented.

A one-hour course in Journalism has been added to the department of English. It is taught by Associate Professor McCutcheon and has a credit of one hour on requirements for degrees.

Distinct improvement in the equipment and appearance of the College reading room was made during the vacation.

The Social Committee of the Wake Forest Branch Alumni Association, Mr. Otho Holding, chairman, provided a picnic on August 31. A large company gathered in Memorial

Hall. Professor Edgar Timberlake presided. The College hymn, "God Bless Wake Forest Dear," was sung. President Poteat, in making the welcome address, gave a sketch of the historical development of the College and the town together. There were addresses of response made by Mayor J. C. Caddell, President C. E. Brewer of Meredith College, Mr. R. E. Royall, Dean E. W. Sikes, Dr. J. B. Weather-
spoon of Fort Worth, Texas, Dr. R. J. Bateman of Troy, Ala., and Rev. I. G. Kendrick. At the conclusion of the meeting dinner was served in the Biology Laboratory, rain earlier in the day preventing a dinner on the campus.

On the night of September 20, a new pump with an electric motor was installed for the College water system. A few days later a new gasoline engine was attached to the same pump for use when the electric current is off. At present there is only a night current. The water troubles of the first weeks of the session seem now to be ended.

Of the forty-two men who went up from the Wake Forest Summer Law School for license to practice August 30, thirty-nine were successful. There were eighteen licentiates from the University of North Carolina and seven from Trinity College.

Rev. Walter N. Johnson, pastor of the Wake Forest Baptist Church, resumed his regular work on the first Sunday of the session after eight months of enforced rest. He is distributing a strong tract on the solution of the church financial problem.

The Annual Society Day Celebration fell on Monday, November 1. The Junior-Sophomore debate at 1:30 in the afternoon was on the query, "Resolved, that the workman's Compensation Act should be adopted in North Carolina." Mr. I. E. Carlyle and Mr. D. P. McCann affirmed, and Mr.

L. W. Chappell and Mr. Hubert E. Olive denied. At 7:30 the following orations were delivered: "America's Greatest Enemies," by Mr. C. Thomas, Phi.; "North Carolina's Fundamental Need," by Mr. A. C. Lovelace, Eu.; "America After the War," by Mr. Richard K. Redwine, Eu.; and "Freedom and Patriotism," by Mr. J. C. Powell, Phi. The Marshals were: Eu., P. S. Sykes, chief, C. M. McCurry, R. W. Warren; Phi., A. Y. Dowell, chief, C. C. Wall, S. E. Teague. There was a large representation of the young ladies of Meredith and Oxford Colleges. The Berean Sunday School class, Mr. G. O. Rowe, president, served refreshments in the Gymnasium. The College Orchestra, under the direction of Dr. Hubert Poteat, supplied the music of the occasion.

The old well under the pavilion on the College plaza has been closed up, a concrete floor made to receive the drinking fountain erected by the Class of 1911. The supply pipe of the drinking fountain passes to the bottom of the well where it makes loops aggregating thirty feet, and thence up to the fountain, insuring cool water at all seasons.

The Honor Committee for the present session is composed of the following gentlemen: Roy C. Tatum of Davie County, chairman, elected by the student body, George O. Rowe of Fredericksburg, Va., appointed by the Senior Class, J. M. Hayes of Wilkes County, appointed by the Junior Class, C. E. Brewer of Rockingham, appointed by the Sophomore Class, W. H. Hollowell, of Chowan, appointed by the Freshman Class, James B. Pennell of Buncombe, appointed by the Law Class, Rupert F. Carter of Wake, appointed by the Medical Class, L. P. Hendrix of Davie, appointed by the Teachers' Class, and Charles F. Hudson of Burke, appointed by the Ministers Class.

Mr. Paul E. Hubbell (M.A., 1913), representing Wake Forest College as Rhodes scholar in Jesus College, Oxford University, England, on a visit here in September as he returned to Oxford made a brief address at chapel on the Oxford Scholar.

The Student Senate for the present session consists of the following gentlemen: H. M. Beam, chairman; F. W. Carroll, B. M. Boyd, G. V. Stephens, A. C. Lovelace, W. S. Burleson, H. R. Paschal, C. P. Herring, J. S. Brewer, and R. P. Holding.

Dr. W. R. Cullom, of the Bible Department, gave an illustrated lecture on the Holy Land in Memorial Hall, October 26.

The first of the series of entertainments for the College year was given on the evening of October 30 by the impersonator, W. Powell Hale.

Announcements

The spring term will begin on the first Tuesday in January, which falls on the fourth day. Students proposing to enter at that time should bear in mind that most of the college classes will then resume the work which was begun in September. If they are prepared to take up courses at the points reached after a half year's advance, the opening of the spring term will be a favorable time to enter.

The Glee Club and Orchestra, under the directorship of Dr. Hubert McNeill Poteat, will make a tour of certain towns in the western part of North Carolina, beginning on Thanksgiving Day.

Changes in the Commencement program in accordance with recommendations of the General Alumni Association are under consideration by a special Faculty Committee, Dean Sikes, Dr. Gorrell, and Professor Jones.

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The Educational Work of Dr. Charles E. Taylor

Address by President William Louis Poteat at the
Memorial Service, December 5, 1915

I speak with pleasure of the influence and work of Dr. Charles E. Taylor in the field of education.

I. IN THE STATE.

Dr. Taylor early became the champion of the public schools of North Carolina. He espoused that cause at a time when it needed a friend. He was one man who was willing to speak the uttermost truth in the presence of the aristocratic tradition which to no inconsiderable degree ruled the educational thought of the period. To the enthusiasm and democratic sympathies of John C. Scarborough he added the weight of his great name and the strength of his invincible logic. It was Dr. Taylor who gave respectability to the public school system of North Carolina. He was a disciple of Thomas Jefferson, who held that if the issue should be drawn between the primaries—that is, the public schools—and the University, he would abandon the University, “because it is safer for the whole people to be respectably enlightened than for a few to be in a high state of science and the many ignorant.”

His views on this great matter Dr. Taylor set forth in a series of articles which appeared first in the *Biblical Recorder* in 1893 and 1894. They were published in 1894 as a pamphlet, of which 25,000 copies were distributed. In this unanswered and unanswerable argument two general conclusions were reached: “(1) We should rely upon voluntary beneficence for the maintenance and equipment of the higher institutions of learning: (2) We should aim at the estab-

lishment, at the earliest possible day, by wise taxation, of a six-months' public school within reach of every child in North Carolina." This sounds very modern, but it must be remembered that it was written when the North Carolina school term was 59.2 days, the shortest school term in the United States, and the expenditure per child was the smallest in the United States.

But this is not the whole story of Dr. Taylor's work for education in the State. He went into nearly every county, and in many addresses before schools and colleges, associations and conventions, and other Christian bodies, in conferences and in wise private counsel, he reached the people, moulded public opinion, and stimulated a widespread personal interest in education.

II. IN WAKE FOREST COLLEGE

But it was to Wake Forest College that Dr. Taylor gave a clear and wide-ranging intellect and the wealth of his affection for forty-five years. He came to the College in 1870, when he was twenty-eight years of age. His position was Professor of Latin and German. That was his official title up to 1880, when Dr. William Royall began his work as Professor of Modern Languages. For five years longer he was Professor of Latin. From 1885-86 to the day of his going he was Professor of Moral Philosophy. On November 11, 1884, he was elected President of the College, and held that position until his resignation in May, 1905.

Samuel Wait founded Wake Forest College, James S. Purefoy saved it, Washington Manly Wingate popularized it, Charles E. Taylor modernized it. I do not forget the unanimity and cordial coöperation which have characterized the Wake Forest Faculty through the years. Of course, much of the credit of the development of the College in all

directions belongs to the Faculty. But Dr. Taylor originated many of the lines of development by wise suggestion and on all lines was the leader of the Faculty, as well as of the Board of Trustees. A new department was now and again the culmination of a tendency. The organization of courses was usually the result of committee work. It is, nevertheless, true that the balanced judgment and foresight of the President stimulated and guided all these processes.

When the young professor came to Wake Forest he occupied rooms on the second floor of the Euzelian dormitory. There was only one building on the campus, and there remained but one up to 1879, when the Heck-Williams building was added. There were only five professors, including himself, from 1870 to 1880. From 1880 to 1886 there were seven professors. The number of students ranged low, varying from 82 to 117 in the period from 1870 to 1879. The enrollment for 1880 was 171. In the year next preceding Dr. Taylor's election to the presidency there were 161 students. When he withdrew from the presidency in 1905 the number had grown to 313.

Of the small endowment of the College which had been accumulated before the Civil War only \$11,700 were saved from the great wreck. The year 1873 was spoken of as "Endowment year." As the result of special effort at that time and in the immediately succeeding years the little nucleus grew by 1875 to \$26,113.59. In 1882 it had grown to be \$54,000, and, at the request of the Board of Trustees, Professor Taylor undertook to raise this amount up to \$100,000. The effort was a clear success when midnight, December 31, 1883, struck on the ears of the anxious group gathered about Professor Taylor in his room at the College. In 1886 he secured a notable gift of \$50,000 from Jabez A. Bostwick, of New York City. From year to year the endowment grew

slowly for the most part, but grew. In 1887 it stood at \$164,263; in 1888 at \$169,549; in 1889, \$173,122; in 1890, \$174,562; in 1891, \$208,928, Mr. Bostwick coming forward with his important assistance; in 1892 at \$210,580; in 1905, when Dr. Taylor ceased to be president, the endowment had grown mainly through his personal work and influence up to \$286,932.

Dr. Taylor has himself given the history of the development of the curriculum of the College in the COLLEGE BULLETIN for July, 1908. In this section of President Taylor's administrative activity the guiding principle appears to have been stated in the Introduction to the Catalogue of 1879-80, written by him: "Wake Forest College belongs to the Baptists of North Carolina and is intended to meet their needs"; and again in the Catalogue of 1891-92: "All new departures in educational methods and the systems in vogue elsewhere will be closely scrutinized. All that has proved valuable in them and is adapted for our use will be appropriated, but none of them will be slavishly followed." Accordingly, a "preliminary medical course," consisting of the branches that form the basis of a thorough medical education was announced in the Catalogue of 1886-87, the School of Law was established in June, 1893, the School of Medicine, giving the first two years of the medical course, in 1902, the School of Education in 1900, and the School of the Bible in 1903.

The system of independent "schools," any subject of which a student might take up whenever he was ready for it without regard to his college "class," had been in operation since 1866. In 1870-71 the degrees of Ph.B. and Ph.D., offered for some years before, were dropped, and the degrees of B.S., B.L., and M.A. were announced, whether through Professor Taylor's influence or not cannot be certainly stated. The

elective system first appears in the Catalogue of 1887-88. The B.L. and B.S. degrees are discontinued and six alternative courses leading to the B.A. degree are offered, one of them omitting Greek. Entrance requirements are first specified and the courses first grouped as "prescribed" and "elective" in the Catalogue of 1890-91. On the principle that internal efficiency was more important than external betterments, President Taylor turned additions to the income of the College into new chairs of instruction, and when his administration closed there were seventeen professors, besides a number of assistants, in the Faculty. On the other hand, he was not indifferent to equipment. In a circular of October 19, 1886, he says: "It is time to enlarge the facilities for science instruction. A new laboratory building and better equipment are indispensable." And when the Lea Laboratory was opened, in 1888, it was the best chemistry building in North Carolina.

The present beauty of the Campus is due almost entirely to the interest and taste of Dr. Taylor. He changed the artificial scheme of paths, recovered the waste portions of the grounds, built the rock wall around the front part, hoping to extend it all round the Campus, set out trees and flowering shrubs, and determined the general plan according to which the buildings are grouped.

When he was presented to the North Carolina Baptist State Convention by Dr. Thomas E. Skinner as the new president of the College, President Taylor said with the modesty which was one of the striking traits of his character, "I may not make Wake Forest a great college, but I hope to make it a good college." That hope was abundantly realized.

But one questions whether, after all, the items of his manifold work here sketched constitute the most important part of Dr. Taylor's educational influence. For the chief in-

terest of any human story lies always in what a man was rather than in what he did. That gracious and courtly manner which endowed faculty and student associates with an enhanced self-respect, that elevation and dignity in rare combination with genial humor and universal sympathies, the lofty ideals, the Christian faith deep-set in a wide intellectual horizon—these seem now to the College and her sons to be greater riches than the thousands of dollars which he set flowing into her coffers.

On the brightest page of Wake Forest history the brightest name is Charles E. Taylor.

South Carolina Alumni

Address of Mr. Andrew J. Bethea (now Lieutenant Governor), of Columbia, S. C.,
on the occasion of the organization, October 31, 1912, of the South
Carolina Wake Forest Alumni Association

It is no small honor to call together a group of Wake Forest men such as we have assembled here this evening. I am happy that it is my privilege to do so. For months and weeks and days, not a few, I have dreamed and hoped for this good hour. And now that it is here, it is meet that some one should briefly state the purpose for which we gather.

We have here in South Carolina a goodly number of Wake Forest men. An imperfect record shows about two hundred who are now active citizens of this State, and I firmly believe that in the years that have gone nearly a thousand of her staunchest citizens, of native or adopted sons, have slaked their thirst for knowledge at this grand old institution of learning. Of the number now living in the Palmetto State, so far as I have been able to learn, forty are ministers of the gospel, fifteen are lawyers, eight are physicians, five are teachers, five are bankers, two are journalists, two dentists, and a host of others—I know not how many—engaged in planting, merchandising, manufacturing, or some branch of business known to our modern life and complex civilization. In addition to these we have the Lieutenant-Governor, the President of Furman University, the Sunday School Secretary of the Baptist State Convention, one of the leading, if not the leading banker and capitalist, the largest single lumber manufacturer, a State Senator, and four members of the Legislature.

Incomplete as is my statement, imperfect as are the data from which I gather this information, it serves to reveal a record which would do credit to any college in South Caro-

lina. And I stand here tonight, my fellow alumni, proud to proclaim a fact which most of us may have observed and which no one can successfully contradict, that of all the men who have gone out from the halls of our *alma mater*, few, if any, who have lived in South Carolina have failed to take high rank in the citizenship of a commonwealth whose traditions and history have brought honor to the whole nation.

I once heard Dr. E. W. Sikes say that Wake Forest has a peculiar stamp. That a boy could not matriculate in the college, breathe the wholesome atmosphere of the community, imbibe into his life the inspiring lessons of its teachers, catch the spirit of excellence characteristic of its two literary societies, and, after four years receive the "well done" of the institution, without going out into the world like the Greek goddess Ceres to leave his footprints etched out in happy ways along the path of life. I do not know whether this is so or not, but I do know that those who have come to South Carolina have succeeded in a large measure because they have been true to the best instincts and teachings of the old mother. Because they have carried with them the spirit of their *alma mater*—the spirit of self-reliance and independence, of loyalty and love, of democracy and justice, of hope and opportunity, or noble purpose, high resolve and lofty ideals. They have succeeded, I repeat, because they have kept before them, as a pillar of cloud by day and of fire by night, the mottoes inscribed on the banners of the two literary societies: the one declaring, "It is better to be than to seem," and the other, "I will find the way or make one."

The purpose of an organization such as we propose to form is two-fold. First, to foster and maintain a spirit of fellowship and mutual helpfulness, and, second, to inaugurate a movement to bring tangible and practical results to our *alma mater*. The former is easier than the latter, but in this

day of organized effort and social service the relationship of the College and its alumni is so close and so interdependent that the formation of alumni into organic working bodies, such as we propose, is almost an imperative duty. Wake Forest College has done much for her alumni, the loyalty and love of her alumni for each other is manifest wherever two or more of her sons meet together, and now the question is, what can we do for Wake Forest College? That is the question that each of us should endeavor to answer. For my own part, I reply by saying we can keep informed about what she is doing in the cause of education, the contribution she has made and is making to society and humanity. We can study her needs and understand her interests. We can memorialize her trustees, her faculty, her president, we can resolve and petition concerning those things which might promote her interests and increase her spirit. We can endow her with memorials and contribute to her present excellent equipment. We can pay her a visit, as we go from time to time to see our mothers, and we can speak a cheering word to rejoice her old heart.

When the mother of Gracchi was asked for her treasures she pointed to her children and said, "These are my jewels." Fellow alumni, you are the jewels of your *alma mater*. The things of which I have spoken are reasonable. It is your high privilege, your sacred duty, to be a part of an organized body ready to coöperate with President Poteat for the good of Wake Forest College. You might do a thousand times more than I have outlined; you cannot afford to do less and remain in the glorious galaxy of her loyal sons.

Faculty Personals

Mr. William Grady Dotson, Instructor in Chemistry and Mathematics, and Miss Ollie Caroline Lewis, of St. George, S. C., were married December 21, 1915. They are at home at Mrs. Wiley Mitchell's.

Dr. and Mrs. Hubert McNeill Poteat spent the holidays in New York City. Final arrangements have been completed for the publication by Heath and Company, during the spring, of Dr. Poteat's edition of Cicero's Letters.

Dr. Benjamin Sledd's report to the Kahn Foundation of his observations of the teaching of English in the schools of Europe during his residence abroad in 1914-15, has been issued by the Foundation, and makes an attractive brochure of fifty pages.

Dr. Charles Elisha Taylor, Professor of Philosophy, passed peacefully away at his home at one o'clock in the morning of November 5. On the 28th of October he had celebrated his 73d birthday. In a simple service at the home and cemetery the remains were laid away the next day, Dr. W. R. Cullom and Rev. W. N. Johnson participating. On the fifth of December a memorial service was held in Memorial Hall, presided over by Dr. Cullom. A sermon in the forenoon by Dr. J. D. Hufham in the church dealt with the presidents of the College from the point of view of the preacher's personal acquaintance with them, and concluded with a characterization of Dr. Taylor and his work. In the Memorial Hall service at 2:30 p. m. the following took part: President F. P. Hobgood, of Oxford College; Dr. William B. Royall, in a paper of reminiscences, read by Dr. Gulley; President William Louis Poteat, whose address appears elsewhere in this issue; President Charles F. Meserve, of Shaw

University; Mr. J. W. Norwood, of Greenville, S. C.; Mr. W. M. Dickson, of Wake Forest; Mr. Carey J. Hunter, Jr., representing the student body, and President C. E. Brewer, of Meredith College. Rev. W. N. Johnson, Dr. J. D. Huffman, and Rev. Baylus Cade led in prayer.

Dean Walter Sikes presented the paper at the November meeting of the Cosmos Club. It traced the wars of the world to the landed aristocracy in the countries involved. He finds that he must limit the number of invitations to make addresses which he can accept on account of the work of the Dean's office.

President Poteat has made addresses as follows: Holly Springs High School, November 3; City Y. M. C. A. and Agricultural and Mechanical College Y. M. C. A., Raleigh, November 14; Peedee Association, Ellerbe, November 16; Y. M. C. A., Cannon Street Baptist Church and The Citadel, Charleston, S. C., November 21; Y. M. C. A. of University of Virginia, December 12; North Carolina Conference for Social Service, Charlotte, January 23. He was presented with the Patterson Cup of the State Literary and Historical Association, Raleigh, November 8, his volume of lectures on the relation of science and religion, "The New Peace," being adjudged the best piece of literature produced in the State during the preceding year.

Dr. George W. Paschal, Professor of Greek and Latin, published in the *State Journal* of November 26 an article on Old John Brown which has attracted wide attention. The *British Weekly*, of London, has shown interest in the matter and some correspondence with Britishers and others has resulted.

Among the Alumni

Mr. David S. Kennedy (B.A., 1911) received in June, 1915, the degree of Bachelor of Literature in Journalism from the School of Journalism in Columbia University. Before receiving that degree he accepted a position on the *Journal of Commerce*, of New York City. It is pleasant to learn from the Director of the School of Journalism that Mr. Kennedy is doing very creditable work on that great paper.

Dr. Henry B. Ivey (B.S. in Medicine, 1909) is associated in the practice of Medicine with Dr. John M. Williams, at Disputanta, Va. Dr. Ivey is married and has one baby.

Rev. Caleb A. Ridley, D.D. (1897-98), pastor in Atlanta, Ga., has published, through the Hubbard & Bolton Company of that city in attractive form, a brochure of poems, thirty-one pages. The first poem "Jes' a Livin' on Mem'ries" supplies the title.

Dr. William Wallace Early (M.A., 1889), after a year at the University of Virginia, entered the University of Pennsylvania, from which he later received the M.D. degree. For a time he resided in Westfield, Mass. He is now in the consular service of the United States, at Leicester, England.

President E. M. Poteat (B.A., 1881) is under great demand throughout the country for important occasions. The following is taken from the *Baptist Courier*, Greenville, S. C., of November 25:

Dr. Poteat has been on a great trip to the North and the East. Among other places, he attended the Laymen's Missionary gathering in Philadelphia, where he was once pastor. In referring to his speeches before that meeting, the *Commonwealth* says: "We

are safe in saying that no speaker left a deeper and more lasting impression upon the Convention than the addresses of Dr. Poteat, as briefly reported in our columns."

Rev. William J. Craig (B.A., 1912) is pastor of the Baptist Church of Morrill, Kansas.

Rev. Ira E. Wishart (B.A., 1913), pastor of the Seminole Baptist Church, Seminole, Oklahoma, writes: "I am getting along nicely with my work; have had seventeen additions to the church in the last few weeks."

The following is supplied by Mrs. J. A. Beam:

James McIntyre Lucas, eldest born and only son of H. G. Lucas and his wife, Sarah McIntyre, was born at Parnassus, S. C., on May 9, 1863, and died at Bethel Hill, N. C., November 18, 1915. He was an unusually bright and promising child, and enjoyed good health until his fifth year, when he had a stroke of infantile paralysis, which caused defective eyesight, impeded speech, and the loss of the use of his good right arm.

His father early saw that he could never have the pleasure of taking part in the world's work, nor enjoy the social contact of his fellows, that his pleasure must come from within, and so gave him the best education possible, sending him to Wake Forest College, where he graduated with distinction in 1885.

Though terribly handicapped, he made use of the little eyesight left him, and literally devoured books, magazines, newspapers, and was a walking encyclopedia of information—historical, mythical, classic, scientific, political, and Biblical. He possessed a marvelous memory and the smallest details did not escape him. He knew his Bible and loved it. In his seventeenth year he was converted in a meeting held by Rev. F. M. Jordan at Mineral Springs Baptist Church, of which Rev. J. A. W. Thomas was pastor, and was baptized November 7, 1880. He was ever a consistent, loyal member, devoted to his church, a faithful attendant of Sunday School, and an inspiration to his pastor.

He was an original thinker and did not take things for granted. He believed in prayer, and that man's extremity was God's opportunity; that God does not do for us what we can do for ourselves.

He was pure in life and thought, simple and child-like in faith and deed, trustful and loving to his friends, and always forgiving.

He lived in the kingdom of his mind, and felt that "stone walls do not a prison make, nor iron bars a cage.". He was still the master of his fate, the captain of his soul.

In 1896 he married Miss Lucy Cullom, and to this union seven children were born, three of whom, with his devoted wife and only sister, Mrs. J. A. Beam, are left to mourn his departure.

He had been ailing for some time, but did not take his bed till about seven weeks before the end came. When we told him we feared he could not live, he said, "It is all right. I am not afraid of death, but no one wants to die."

In the presence of a large concourse of friends the funeral services were conducted by his brothers-in-law, Dr. W. R. Cullom and Rev. J. A. Beam, and his foster brother, Rev. J. C. C. Dunford.

In the Bethel Hill Cemetery, under a mound laden with beautiful floral tributes, we laid his body to rest, while his soul rejoices evermore in the presence of his Saviour.

Record

The *Old Gold and Black*, a weekly publication issued under the auspices of the class in Journalism, and printed by Mr. Percy H. Wilson, made its first appearance on January 15. Its columns are given over to topics of the college and community, and athletic notes. The following comprise the editorial staff: Carey J. Hunter, Jr., Editor; F. S. Hutchins, News Editor; G. F. Rittenhouse, Sporting Editor; P. S. Daniels, Y. M. C. A. and Church; L. T. Stallings, College Editor; Mrs. J. Richard Crozier, Social Editor; R. P. McCutcheon, Faculty Editor.

The Baptist State Convention, in session in Charlotte on December 8, unanimously elected Rev. Walter N. Johnson Corresponding Secretary of the Baptist State Convention. The Wake Forest church accepted his resignation on December 26. He entered upon his new work on the first of January. The church has named the following committee for the selection of a new pastor: Dr. E. W. Sikes, chairman; Mr. Robert E. Royall, Dr. W. L. Poteat, Mr. R. L. Brewer, Mr. W. M. Dickson, Mrs. W. R. Powell, Mrs. J. H. Highsmith, Miss Ada Lee Timberlake. Rev. Baylus Cade, of Littleton, is supplying the pulpit temporarily.

The following is quoted from the Report of the Board of Education to the Baptist State Convention:

"The total number of young men at Wake Forest this fall preparing for the ministry is 83. Of this number, 71 are receiving aid from our Board. It may not be generally known among our people who contribute to this object that all who apply for assistance must not only present credentials from their home churches attesting their character and the conviction that they have been called of God to the ministry, but after reaching the college they

must pass a satisfactory examination before a committee of the Board as to their conversion, call to the ministry, and doctrinal views. At this special examination last fall, the editor of the *Recorder* and the Corresponding Secretary of the Convention met by invitation with the regular committee, and after the examination they remarked on the fine impression made on them by the young ministers."

Dr. Henry C. Mabie, Corresponding Secretary of the American Baptist Missionary Union for eighteen years, delivered a course of lectures to the College and community at large, beginning on Friday night, January 14, and lasting through Thursday, January 20. He also preached on Sunday morning.

Dr. J. M. Carroll, of the Judson Centennial Movement, preached on Sunday, January 9.

Under the auspices of the Lecture Committee Mr. Ralph Parlette delivered a lecture on Saturday evening, January 8, his subject being "The University of Hard Knocks."

The registration for the spring term is 411. The total registration for the entire session is 500. This is the high-water mark of attendance.



Announcements

In order to avoid a square conflict with the Southern Baptist Convention, which meets this year at Asheville, the Faculty announces a change of dates for the commencement. The Trustees of the College will meet on Saturday, May 13, the Baccalaureate Address by the President of the College will be given on Sunday morning, May 14, and the Baccalaureate Sermon Sunday evening, May 14. On Monday at 10 a. m. Class Day Exercises will occur, at 11:30 the Annual Address will be given, at 3:30 the Alumni Address, and at 8 p. m. the meeting of the Alumni with special addresses, followed by the Senior Class Reception. The Presentation of Medals and the Graduation Exercises will occupy the forenoon of Tuesday, May 16.

The Anniversary of the Literary Societies will fall this year on February 11. The query for discussion in the afternoon debate is, *Resolved*, That the power of the Federal government should be paramount to that of the States in the conservation of the forest and mineral resources in the United States (Constitutionality waived). The affirmative speakers are Messrs. I. L. Bennett, Phi., and Mr. D. C. Hughes, Eu.; the negative, Messrs. W. S. Burleson, Eu., and Mr. P. S. Daniel, Phi. Mr. R. H. Taylor, Phi., is President, and Mr. L. P. Hendrix is Secretary of the Debate. The orators for the evening are Mr. K. M. Yates, Phi., his subject being "The Characteristics of the Age," and Mr. E. B. Cox, Eu., whose subject is "The United States: the Leader of Nations." A reception in the Society halls will follow the orations. The marshals are W. B. Wright, Eu., chief; Eugene C. Denton and A. C. Reid; J. S. Johnson, Phi., chief; W. E. Clarke and Andrew H. Casey.

The Coburn Players will make their fourth annual visit to Wake Forest on May 5 and 6. They will give the following plays under the old oaks in the campus: "Hamlet," on Friday night; "The Rivals," on Saturday afternoon, and "Richard the Third," on Saturday night.







